

**DEVELOPING *THE GIANT SPEAKING SNAKES AND LADDERS BOARD*
GAME FOR THE TEACHING OF SPEAKING
TO CHILDREN AGED 9-11**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



By

Meta Asri Saraswati

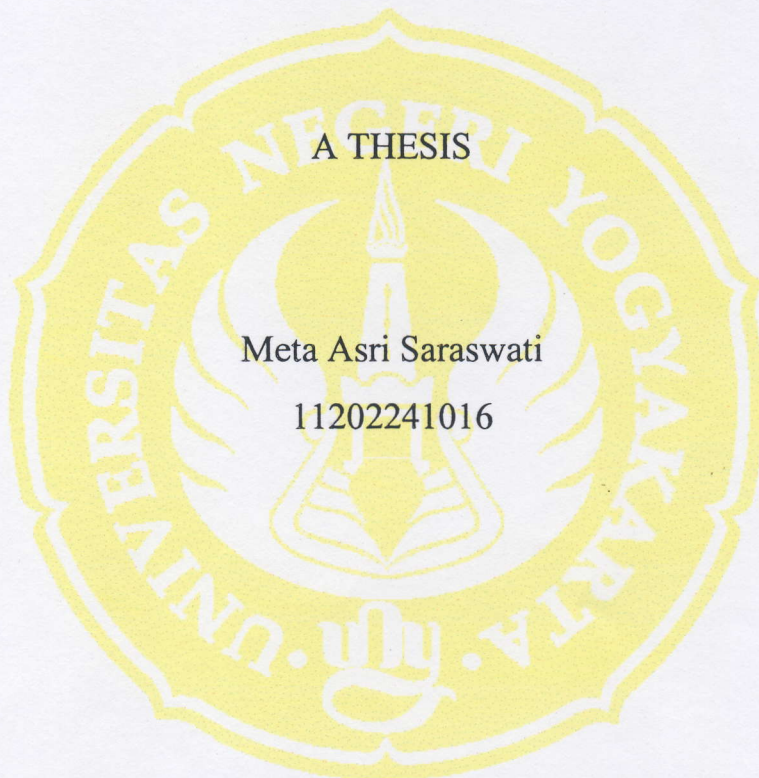
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**ENGLISH EDUCATION DEPARMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2016

APPROVAL SHEET

**DEVELOPING THE GIANT SPEAKING SNAKES AND LADDERS
BOARD GAME FOR THE TEACHING OF SPEAKING
TO CHILDREN AGED 9-11**



Approved in January, 2016

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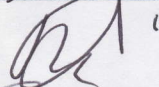
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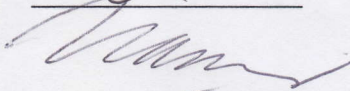
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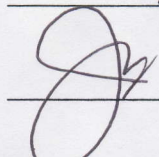
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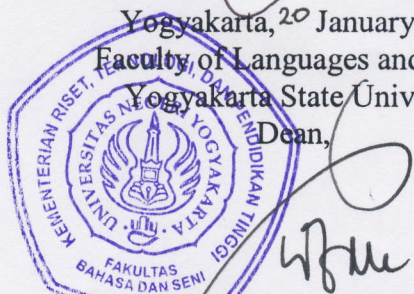
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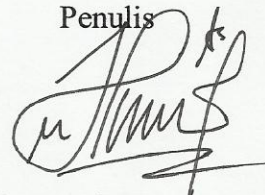
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan saya mengikuti tata cara dan etika penulisan yang lazim.

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Yogyakarta, January 2016

Penulis



Meta Asri Saraswati

DEDICATION SHEET

*This thesis is sincerely dedicated to
my beloved parents, Endang Sulistyowati and Lukisno Danu Gegono, and
my lovely sister, Nisa Satika, and also my lovely brother, Hafidh
Muhammad Firmansyah who indirectly show me the path to find out the
reason why I should finish this thesis as soon as possible and what should be
pursued after that.*

*This is also dedicated to
Those who are pursuing their dreams by following the true path.*

MOTTOS

من جد وجد

(Whoever strives shall succeed)

"The secret of happiness is not in doing what one likes to do, but in linking what one has to do."

-M.A.S-

"Berlelah-lelahlah, manisnya hidup terasa setelah berjuang. Jika tak tahan lelahnya belajar, akan menanggung perihnya kebodohan."

-F.I.F-

"Stay positive, be strong, and focus on your dreams."

-M.A.S-

"Yang membuat manusia berkembang adalah keyakinannya, bahwa ia akan menjadi lebih baik setiap harinya."

-F.I.F-

"Di atas langit masih ada langit."

-M.A.S-

"Life is like riding bicycle.

To keep your balance, you must keep moving. "

-Albert Einstein-

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I realize that this thesis is far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 2016

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TABLE OF CONTENTS

	Page
COVER.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
<i>PERNYATAAN</i>.....	iv
DEDICATIONS.....	v
MOTTOS.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
ABSTRACT.....	xiii
CHAPTER 1 INTRODUCTION.....	1
A. Background of the study.....	1
B. Identification of the problems.....	5
C. Limitation of the problem.....	7
D. Formulation of the problems.....	7
E. The objective of the study.....	8
F. The specification of the product.....	8
G. The significance of the study.....	9
CHAPTER II THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK.....	10
A. Theoretical Review.....	10
1. Characteristics of children.....	10
2. TPR.....	13
3. Principles of teaching English as foreign language to children.....	14
4. Teaching speaking to children.....	16
5. The use of games in teaching speaking to children.....	21
6. Board games.....	26
7. Snakes and Ladders.....	29

8. The significances snakes and ladders board game in the teaching speaking.....	32
9. EFH UNY.....	33
B. Relevant Studies.....	35
C. Conceptual Framework.....	36
CHAPTER III RESEARCH METHOD.....	37
A. Research design.....	37
B. Product of the study.....	38
C. Participants of the study.....	38
D. Setting of the study.....	39
E. Research instruments.....	39
F. Research procedure.....	39
G. Data collection techniques.....	42
H. Data analysis techniques	43
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	45
A. Research findings.....	45
1. Need analysis result.....	45
2. Product Development.....	49
3. Getting expert's validation.....	54
4. Product Revision.....	59
5. Trying out the product.....	61
6. Developing the final product.....	63
B. Discussions.....	66
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	72
A. Conclusions.....	72
B. Suggestions.....	73
REFERENCES.....	75
APPENDICES.....	78

LIST OF TABLES

	Page
Table 1 : Description of the score.....	43
Table 2 : Likert Scaleto formula.....	44
Table 3 : Description of the score gained.....	44
Table 4 : Blueprint of interview guidelines.....	45
Table 5 : Syllabus of FEC 2015	47
Table 6 : Syllabus of EFH 2014.....	47
Table 7 : Observation guidelines.....	48
Table 8 : First day observation.....	48
Table 9 : Second day observation.....	49
Table 10 : First Course Grid.....	51
Table 11 : Final Course Grid.....	51
Table 12 : Score of media aspect from contents expert.....	55
Table 13 : Score of activities aspect from contents expert.....	55
Table 14 : Score of setting aspect from contents expert.....	56
Table 15 : Score of layout aspect from contents expert.....	56
Table 16 : The average score from contents expert.....	57
Table 17 : Score of design aspect from media expert.....	57
Table 18 : Score of development aspect from media expert.....	58
Table 19 : The average score from media expert.....	58
Table 20 : Aspects of instructional design.....	61

LIST OF FIGURES

	Page
Figure 1 : Conceptual Framework.....	36
Figure 2 : Research Procedure.....	40
Figure 3 : Game Board 1st Draft.....	52
Figure 4 : ASK & TELL Cards 1st Draft.....	53
Figure 5 : Dice.....	53
Figure 6 : Instruction Card 1st Draft.....	56
Figure 7 : Game Board (after revision).....	60
Figure 8 : ASK&TELL Cards (after revision).....	60
Figure 9 : Instruction Card (after revision).....	61
Figure 10 : Board Game (Final Product).....	64
Figure 11 : The Dice (Final Product).....	64
Figure 12 : The ASK Cards (Final Product).....	65
Figure 13 : The TELL Cards (Final Product).....	65
Figure 14 : The Instruction Cards (Final Product).....	66

LIST OF APPENDICES

	Page
Appendices 1: Syllabus of EFH 2014.....	79
Appendices 2: Syllabus of FEC 2015.....	88
Appendices 3: Syllabus of EFH 2015.....	108
Appendices 4: First Course Grid.....	111
Appendices 5: Final Course Grid.....	118
Appendices 6: Interview guideline.....	125
Appendices 7: Expert Judgement.....	126
Appendices 8: Letter.....	131
Appendices 9: Questionnaires	132
Appendices 10: Field Notes.....	157
Appendices 11: First Draft of the Product.....	158
Appendices 12: Second Draft of the Product (After Revision)	167
Appendices 13: Final Product.....	175
Appendices 14: Documentations.....	178

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ABSTRACT

The objective of this study was to develop *the giant speaking snakes and ladders game* to teach English speaking to children aged 9-11.

This study was classified into research and development (R & D), since the purpose of this study was to develop a product used for teaching processes. The procedures of the study were conducting needs survey, developing materials and product, getting experts' validation, product revisions, trying out, and developing final product. The settings of this study were in *EFH (English for Holiday)* and *SEC (Semoya English Club) Yogyakarta*. The subjects of this research were EL 3 children from *EFH (English for Holiday)* 2015 and 10 children from *SEC (Semoya English Club)*. The data of this study were qualitative data and also supported by quantitative data. The data from the interview and observation were analyzed qualitatively in the descriptive form while the data from the questionnaires were analyzed quantitatively through the simple descriptive statistics. The questionnaires were distributed to the content and media experts and the English teacher in order for them to assess the media.

The product of this study is *the giant speaking snakes and ladders board game* for teaching English speaking to the children aged 9-11. From the assessment, the average percentages of contents aspect is 93.5% and the average percentages of media aspect is 91.25%, it means that the product of this study is very good and feasible to be used for the English instruction. The result of the implementation indicates that this board game is the appropriate media for teaching English speaking to children aged 9-11.

CHAPTER 1

INTRODUCTION

A. BACKGROUND OF THE STUDY

In 1994, some of the primary schools in Indonesia started to introduce English to children. The position of English for primary schools was as the local content subject. English was taught from the fourth grade up to sixth grade of elementary school which 2x 35 minutes for a week each grade. It was not nationally tested, but it still had curriculum made by the government. In 2008, the government released a book entitled *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar* as teacher's guide book. The book consists of some chapters such as the curriculum, objectives of the teaching and learning process for primary schools, syllabus and lesson plans, examples of the learning media, and assessment (Depdiknas, 2008). Since the introduction of English in elementary schools, children were happy when learning English. Their parents consider the introduction of English to children as a need. They let their children to learn English since the children are in the early age. The reason for starting to learn English in very young age was simply to increase the total number of years spent learning the language (Brewster and Ellis, 2002)

In recent times, English in primary schools will be as an extracurricular subject. The class can be held after school for about an hour. In fact, the English is not introduced to all of the students in rural

areas. Then, there are many language schools in Indonesia as a result of the policy of the government. They provide some programs for children with unique names but sometimes the facilities of the teaching and learning activity are not creatively made or there are no media provided. They only teach the children with conventional method.

Nowadays, parents are more selective to choose the program that the schools provide. They have much expectation when they send their children to language school. They want their children to acquire English and can speak fluently after the children join certain program in language school. Consequently, language schools have to consider this as an effort to make parents interested and send their children to study English in the program they provide. They have to be creative and some challenges must be done to make the children enjoy learning English. They should focus the English learning on speaking.

In learning English, there are four skills that should be mastered; listening, speaking, reading, and writing. The four skills are significant because they are interrelated to each other. Speaking is a crucial and an important aspect for the learners because people who know a language are referred to as speakers of that language. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. Children need to learn speaking skill at the early age because to speak in more effective ways requires particular attention and constant practice (Al Hosni, 2014).

Children have a lot of physical energy and need to be physically active. They also can get bored easily (Brewster and Ellis, 2002). The children need fun learning and interesting media that can motivate them to speak in English. Involving them on the lesson is also important to make them enjoy the process of English teaching and learning. Games are one of the best ways to help children in learning language with fun activities that promote interaction, thinking, learning, and problem solving strategies. Children enjoy constructive play and games. They are not only motivating and fun but also can provide excellent activities to improve pronunciation, vocabulary, grammar, and the four language skills (Brewster, 2002). The use of games in teaching speaking will be effective and make them learn English unconsciously. It is used to facilitate the reluctant children to speak and communicate actively.

There are so many types of games that can be used in the class. There are two ways of classifying language games based on Hadfield (1999), linguistics games and communicative games. Linguistics games focus on accuracy, such as supplying the correct antonym. On the other hand, the communicative games focus on successful exchange of information and ideas, such as two people identifying differences between their two figures, which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Board games can be offered as joyful media to teach English for children, especially elementary school students. *Snakes and ladders* game is one of the examples of board games that can be used in teaching English. It is popular board game around the children in the world. According to Sari and Muniroh (2012:2), they state *Snakes and ladders* game facilitates the students to learn about counting, life, interaction and socialization. In this game, implicitly, the elementary students can learn about up and down in life or about joys and troubles. Ladders represent “the up life and joy”, while the existence of the snakes represent “the down in life or trouble”. Moreover, children also learn about fairness, tolerance, and how to take turn.

Snake and ladders game is also a common game among children in Indonesia. Players move around the game board, go up and down. There are interactions among the players when the game runs. The players are making some deals when they are in the same place, so that *snakes and ladders* game is one of the games which have similarities with the communicative game. However, the authentic *snakes and ladders* game is not in contextual form. The places of the game board are the number 1 up to 100 with *snakes and ladders* figures in some places. It will be more useful if the game is contextual, so that the children are not only playing the game but also they are fun learning English by using that game. As for the reasons, the way of developing “*THE GIANT SPEAKING SNAKES AND LADDERS GAME*” is written on this study.

B. IDENTIFICATION OF THE PROBLEMS

Based on the observation, the problems related to this research come from some factors. Those problems can be identified as follows.

The first was about teaching technique. During the observation, there were many language schools for children. They promoted their program for children but actually the fact is that the technique they use to teach children is not appropriate to the characteristics of young learners. They treat the children like adults. On the other hand, children cannot deal with what adults do. It is not easy to get the attention of the children in the class. Only a little number of language schools which have a program for children provide facility that can be used to teach young learners. Children are more enthusiastic and lively as learners but they also can lose their interest more quickly than older learners when they come to a difficult task (Cameron, 2001). They will learn a new language in a fun way and they can acquire it from meaningful contexts (Pinter, 2006).

The second was about the opportunity to speak English. Most of the students did not have enough opportunities to practice speaking. The opportunity to practice English is needed for them to be able to improve their speaking skills. English is regarded as a foreign language in Indonesia because most of peoples in Indonesia speak in Bahasa Indonesia. As a result, they did not have opportunity to speak English in daily conversation. The only opportunity they have is when they learn English in the class. So, the teacher should optimize this opportunity to

make them practice English in fun way in order to make the students feel under pressure.

The third was about the *snakes and ladders* game. This authentic game is not provided with contextual activities which can be used to teach speaking to children. Based on Pritchard (1994: 162), *snakes and ladders* was originated in India as part of a family of dice board games that included *gyan chauper* and *pachisi* (present-day *ludo* and *parcheesi*). The game made its way to England and was sold as “*snakes and ladders*” in 1943. It is played between two or more players on a game board having numbereds. A number of ladders and snakes are figured on the board, each connected two specific board squares. The object of the game is to navigate one’s game piece, according to die rolls, from the start (bottom square) to the finish (top square), helped or hindered by ladders and snakes respectively. The size of the square (most commonly 5x5, 8x8, 10x10, or 12x12) varies from board to board, as does the exact arrangement of the *snakes and ladders*, with both factors affecting the duration of play. Each player is represented by a distinctly colored game piece token. A single dice is rolled to determine random movement of a player’s token in traditional form of play.

The giant speaking snakes and ladders game provides some activities which are interesting and makes the players have some interactions. However, the authentic *snakes and ladders* game is not provided with contextual activities which can be used to teach speaking to

children. Some changes have to be done in developing *the giant speaking snakes and ladders* game to teach speaking to children. The game board size is 3 m x 3.48 m, the dice is 30 cm x 30 cm, there are 40 guided cards; 20 ASK cards and 20 TELL cards which guided the children to speak in English.

C. LIMITATION OF THE PROBLEM

Because of the limitation in terms of time, human resource, and also finance, in this research, the researcher narrowed down the problem into effort to develop “*THE GIANT SPEAKING SNAKES AND LADDERS GAME*” to teach speaking to children aged 9-11 which can be flexibly used for teaching speaking to young learners especially EL 3 participants of EFH or SEC participants in the future.

D. FORMULATION OF THE PROBLEMS

Based on the limitation of the problems above, the researcher proposed the formulation of the problems as follows:

- a. How can *the giant speaking snakes and ladders* game be developed for English teaching instruction to the EL 3 participants of *English for Holidays and Semoya English Club*?
- b. What are the characteristics of appropriate game board to be developed in teaching speaking to EL 3 participants of *English for Holidayss program and Semoya English Club*?

E. THE OBJECTIVE OF THE STUDY

This study aimed to develop *the giant speaking snakes and ladders* game as teaching instruction of speaking to children aged 9-11.

F. THE SPECIFICATION OF THE PRODUCT

The product of this study designed for children aged 9-11 which have good ability in reading English texts. It can be used flexibly without any certain syllabus. Children can play it every time they want. These are the equipment of the product:

1. instruction card: there are some rules of the game
2. game board: this is the most important equipment in this game. The board size is 3m x 3.48m which has 64 places, 5 rockets (represent ladders = go up), and 5 robots (represents snakes = go down).
3. dice: a six sided dice (30cm x 30cm) made from flannels.
4. cards: there are 40 cards (20 TELL cards and 20 ASK cards) which were drawn by the players when they land on the squares of the truck and follow the instructions printed on them.

G. THE SIGNIFICANCE OF THE STUDY

1. For teachers

The results of this study are expected to help teachers to teach speaking skill in children language schools. The product of this study

also can help the teachers to improve their teaching technique and their teaching aid, in this case by using snake and ladders game.

2. For children

The product of this study can make the children interested in learning English and increase their motivation to learn English.

3. For media developers or other researchers

This study can give reference to the other researchers about the use of snake and ladders game and the development of snake and ladders game to teach speaking.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. THEORETICAL REVIEW

1. The Characteristics of Children

Teaching English to children is different from teaching English to adults. Teaching English to children needs to consider cognitive, physical, and emotional development. According to Linse (2005:3-5) children's attributes to their emotional development can be seen from some aspects. Children have positive mood and relationships with one or two peers. They already show the capacity to really care about their classmates. They can show the capacity of humor, negotiate, and compromises with others properly. They also express bored, frustrations, and anger easily. Then, the children's attributes of cognitive development can be seen from their ability to follow one up to three steps of instructions. They already understand the concept of symbols such as numbers and letters. They also can make connection between different concrete concepts, abstract and concrete concepts, and different abstract concepts. Besides, they can follow a sequence of events, recognize patterns, and classify concrete pictures, objects, or abstract concepts. Then, the last attribute from Linse (2005) is the attributes of physical development. The developments are shown from their ability to demonstrate their muscle control such as when using scissors, holding chop sticks, running, jumping, throwing, catching and kicking the ball, etc.

The children have their own characteristics which differ them from adults. Here are some of the characteristics proposed by the experts.

a. Having sense of fun

According to Pinter (2006:18), children will pick up and learn the second language if they are having fun or if they can work out messages from meaningful contexts. In this case, having fun means children do not realize that they are learning language and only know that they are having fun with the activities. Harmer (2001:38) states that children like games, puzzles, and songs. The teacher can design the activities variously in order to make the children interested in learning language.

b. Having short attention span

According to Brewster and Ellis (2002:29), one way to increase the children's attention span is by giving them opportunities to choose and decide an action. Children attention span is normally related to his or her age. The children attention span is about two to five minutes. Children with short attention spans are likely to be impatient while listening, waiting for their turn to speak, and have a hard time returning to an unfinished task once they are interrupted. Brown (2000:88-89) adds that short attention span occurs when children have to deal with materials that are boring, useless, too difficult to them. The children's natural curiosity can be used to maintain their attention and focus. By knowing the children's attention span, it will enable the teacher to schedule the steps in the process of language teaching appropriately.

c. Enjoying fantasy, imagination, and movement

According to Pinter (2006:2) children enjoy fantasy, imagination, and movement. A fantasy is a situation imagined by people that has no basis in reality but express certain desires and aim. An imagination is the activity of forming mental images, sensation, and concepts in a moment when they are not perceive through sight, hearing or other senses. A movement is moving the body or part of the body. The activities in language learning should provide visual, auditory, and physical to support children's fantasy, imagination, and movement.

Children aged 9-11 as in this study are classified into young learners who belongs to the second age group (Scott and Ytreberg, 2004). Based on Scott and Ytreberg (2004:3-4), children at this age are able to tell the difference between fact and fiction, can generalize and systematize, can understand symbol, rely on the spoken word, and make some decisions about their own learning. They like to work with others and learn from others. They have definite views about what they like and do not like doing. Harmer (2001:38) adds the children really love discovering things and they respond well to being asked to use their imagination. Being aware of these aspects will be helpful when teaching children.

By knowing the children's characteristics above, the teacher should consider it for designing the activities. The activities should support the children in improving their abilities in the language learning process. A good teacher at this level has to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources. They need to plan a range of activities for a given time period, and be flexible enough to move on to the next

exercise when they see their students are getting bored. The teachers also might expect the children to be working in groups in different parts of classroom and changing their activity every ten minutes or so.

2. TPR (*Total Physical Response*)

Total Physical Response is a language teaching method developed by James Asher. It is a learning method that emphasizes the comprehension of language which stimulates the memory through association with physical motor activity. In this method, the teacher will acts out when teaches the students. *TPR* method involves physical activities and body movements so it does not put pressure young learners to speak. Pinter (2006: 50) states that the principle of *TPR* activities is that before children have to speak they get the chance to listen to the language. The teacher have to provide possible listening practice to grasp the children's competence in speaking. She also states that teacher must provide the children with activities which mainly involve non-verbal responses from children.

According to Larsen Freeman (2000: 115-117), there are three techniques of *Total Physical Response* in teaching learning activities. The first is using command to direct behavior. At the beginning of learning process, the teacher explains the command by demonstrating the actions, while the students try to understand the meaning. The next activity is the teacher calls one student and gives him/her a command to be performed directly. It should be continued in the whole class afterwards. The second technique is role rehearsal. In the role rehearsal, students give the commands to the teacher or to the selected classmate

in order to perform the actions directly. The last technique is action sequence. Teacher explains three sequenced commands by demonstrating three actions in order. The students watch and try to understand the meaning of those three ordered commands.

According to Linse (2005: 30) *TPR* has several positive aspects. First, it utilizes the auditory, visual, and concrete learning stations. Far ahead, the children have chance to listen, watch one another, and do commands. Second, *TPR* helps to teach children to follow instructions and listen kindly. Third, children are permitted to listen and choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners. It is important to consider the complexity of the language being used as well as the interest level of the children.

The use of *TPR* is important to make the students enjoy their experience in learning to communicate in foreign language. In fact, *TPR* was developed in order to reduce the stress that the students feel when studying foreign language and thus encourage students to persist in their study beyond a beginning level of proficiency.

3. The Principles of Teaching English as Foreign Language to Children

The comparison of processes and conditions between first language and foreign language or second language learning shows certain principles which teachers need to be aware of and make use of wherever possible. Brewster and

Ellis (2002: 40) proves seven principles to ensure that the teachers do not underestimate students' capabilities, as follows.

- a. Teachers should help the students draw on their skill (observing) in the second language using visual support and contextual language, because children are excellent observers and have a natural ability to grasp meaning in their first language.
- b. Children often repeat words and phrases. It is important to the teachers to guide the children reactions.
- c. Teachers should provide the inductive exercises in the second language but the language should be contextualized and motivating for the children to work with.
- d. Teachers can help children to practice their skills in guessing and predicting as part of learning to learn.
- e. Teachers should give a lot of opportunities for meaningful communication activities, because children like to talk, even they do not know much language.
- f. The teachers should create a balance between providing support and providing challenge in the classroom in order to make the students motivated to learn foreign language.
- g. The teachers should encourage the willingness to take risk to the children, because children seem to be a good risk takers and experimenters.

According to Cameron (2001:19-20) there are five important principles in the teaching English as foreign language to children:

- a. Teachers need to examine the classrooms activities from the children's perspective in order to assess whether the students will understand what to do or not.
- b. Teachers need to use routines and scaffolding to help children in making space of language growth, since the immediate potential of the children is the central importance for effective learning.
- c. Teachers should provide skilled help in noticing and attending to aspects of the foreign language that carry meaning.
- d. Teachers have to create many social interaction with the students in the classroom.
- e. Teachers need to ensure that the children have experience in the lessons which build learning activities in the classroom.

4. Teaching Speaking to Children

Speaking is one of the important skills to be mastered. Speaking categorized as a productive skill, since it produces language rather than responds it. Spratt et al (2005:34) propose that speaking involves using speech to express meaning to other people. It is a kind of activity designed to practice the language learned before. Speaking emphasis in accuracy and the activity should design to promote fluency. Moreover, they also state that fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary, and pronunciation. Harmer (2001:269) states that the ability to speak

fluently presupposed not only a knowledge of language features, but also the ability to process the information and language '*on the spot*' such as.

- a) Language processing. The effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out comprehensible and convey the meanings that are intended. So, the main reason for including speaking activities is to help students in developing the habit of rapid language processing in English.
- b) Interacting with others. The effective speaking involves a good deal of listening, understanding of how the other's feeling, and knowledge of how to take turns or allow others to do so.
- c) Information processing (on the spot). The effective speaker needs to be able to process the information. The longer it takes, the less effective the speaker is as instant communicators.

Based on Linse (2005:46), children begin speaking by experiment and play with the utterances that are made to form words and phrases. As they grow, they integrate the words and structures into their real and imaginary play. That is why teachers should teach children with different kinds of games, songs, and stories. The teachers should give some possible activities to practice speaking in English because speaking is not easy for children. Cameron (2001:41) also states that speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production. Linse (2005:49-52) also proposed the development of speaking skills as follows.

- a. Avoid unrealistic expectations

The teacher should understand that the expectations for children learning ESL or EFL should not be greater or more demanding than the expectations for children learning to speak in English as their native language.

b. Overgeneralization of errors

In learning other languages, in this case English, children tend to make an error in grammar rules. The errors they make are often known as overgeneralization. According to Brown (2000) in Linse (2005:51), generalization is a vitally important aspect of human learning and involves inferring and deriving a rule, or law. The example of overgeneralization occurs with the use of the past tense and rules from his first language and applied them to a second or foreign language.

When teaching speaking, it is important to select the activities which match with the objectives of your teaching. The specific technique that you choose should be based on the purpose of your teaching with the learner's stages of development. There are some appropriate techniques to teach speaking to children proposed by Linse (2005) as follows.

a. Choral response

This technique is used when the children repeat the lines of song, chant, or poetry. When they are repeating the lines over and over and they are substituting words throughout the various verses. It can easily see how the language resembles a substitution drill.

b. Role plays

The role plays provide learners with the grammatically controlled scripts that they can use in real life. Harmer (2001: 274) adds the role plays can be used to encourage general oral fluency or to train the students for specific situations. There are three characteristics according to Ken Jones (1982: 4-7) in Harmer (2001: 274), as follows.

- Reality of function: the students must think as real participants in the situation.
- A simulated environment: the teacher explain to the children to imagine that the classroom is a market, airport check in, or library, for example.
- Structure: the students must know how the activity is constructed and they must be given the necessary information to carry out the role play effectively.

In role plays, the teacher adds the element of giving the participants information about who they are, what they think, or what they feel. The role plays should be also based on the types of real conversations that children have when they play and perform. Role plays are open ended, so different students have different views. That way there is a dynamic movement as the role play progresses, with people clearly motivated to say as much or as little as they need to achieve their aims.

c. Using puppets

Slattery and Willis (2003) in Linse (2005:54) states that the teachers working with children are often aware that children feel more comfortable talking with puppets than with adults. The use of puppets is very suitable in the children

classroom. The children who are developmentally too shy to speak in front of class, may feel more comfortable and confidence when the teachers or adults are holding puppet and speaking to the children as the puppet. Puppets make the atmosphere of the teaching and learning speaking more fun.

d. Fishbowl

This is a technique which helps children in learning how to work in pairs or groups. The teacher can invite a volunteer or model to do the activity. The models activity that the children are expected to do while everyone in the class watches as if the teacher was in fishbowl. Children then go back to their seats knowing clearly what they are expected to do. (For example: two students speak but a prearranged signal one of the participants has to reach fishbowl and take out one of many pieces of paper on which students have previously written phrases, questions, and sentences. They have to incorporate these into the conversation straight away.)

e. Using game

Game is a part of playing. Game is a very appropriate teaching technique to teach children in the classroom. Game offers advantages of both ALM (*Audiolingual Method*) and CLT (*Communicative Language Teaching*). The teacher can easily set up the game, so the children repeat the same patterns over and over. Game is also structured to maximize English language use. When the teacher gives the rules for the game and English is use as the rule of the game, the children tend to monitor their use of English when they play the game. For

example, if the children use their first language (other English language) while playing a game, they will lose a point or a turn.

5. The Use of Games in Teaching Speaking to Children

a. Definition of Games

Speaking in foreign language may be a hard skill for the students or sometimes it can be frustrating. However, it can be something interesting and fun if the teacher finds suitable techniques to teach the language. One of the ways to make the teaching speaking interesting is by using games. According to Hadfield (1999: 8), a game is an activity with rules, goal and an element of fun. Games involve many factors such as rules, competition, relaxation, and learning. The teacher should remember that the main factor of using a game is to promote the teaching and learning process in fun and interesting ways.

Games may be simple and require very little planning or may need a quite bit of preparation and the use of special materials, such as dice, board, cards and pictures. There are two kinds of games according to Hadfield (1999: 8). The first is competitive games. Competitive games are games in which the players or teams race to be the first in reaching goal. They always have a winner who may be the one who has collected the most of something, or the first to do something. The second is cooperatives games. Cooperative games are games which the players or teams work together towards a common goal, such as drawing picture or solving puzzle.

Besides, Ellis and Brewster (2002:174) divided games into two main types. The first is accuracy-focused games. This game is aimed at practicing the new language items and developing accuracy. This game may focus on comprehension, such as listening and reading as well as production such as speaking and writing. Then, the second is fluency-focused game which referred to moves from language control to communication. This game tends to focus on developing fluency and collaboration with others. This game is important to the communicative and activity based approaches which are usually done in pairs or groups. Harmer (2001: 272) adds games which are designed to provoke communication between students frequently depend on the information gap, so the student has to talk to their partner to solve a puzzle, describe and draw, describe and arrange, or find similarities and differences between pictures. These are variety techniques of games proves by Hadfield (1999:8-9).

1. Information gaps

The game where two or more students have information and others need to complete the mission. (*Student X has admission to some information which is not held by student Y, and student Y must obtain the information to complete the task*).

2. Guessing games

The game where the players with the information consciously denies it, while others must guess what it might be.

3. Board games

Board games are any games which mainly involve moving markers along a path.

4. Searching games

In this game the students have one information. They must find all of the information available to fill in a paper or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

5. Matching games

In this games the players must find a match of words, cards or pictures.

6. Collecting games

The students need to collect cards in order to complete a set.

7. Combining games

The students need act on certain information in order to arrange themselves in group.

8. Arranging and ordering games

In this game, the students provide a set of cards with different topics, then they must arrange the cards in good order based on the topic.

b. Advantages of Using Games

According to Brewster and Ellis (2002:173-174) some advantages of using games are encouraging student's motivation, improving attention span, increasing the students communication which provides fluency practice and reduces the domination of the class by the teacher, creating fun atmosphere and reduces the space between students and teachers, encouraging creative use of language, and making the teaching and learning process is more memorable and accessible such

as the use of mime and movement, the use of color, pattern and pictures in the game. Larsen Freeman (2000:126) state that games are important because they have certain features in common with real communicative events. There is a purpose to exchange. Also, the speakers receive immediate feedback from the listeners on whether or not they have successfully communicated. Finally, having students work in small group through game maximizes the amount of communicative practice they received.

c. The Roles in Implementing Game in the Classroom

Conventionally, games have been used in the language class as warm-up or when there are extra times in the end of the class. Those activities are right but now games can also constitute a more important part in language class. The students are very enthusiastic about games. The teacher should explain the purpose of the games so they also focus on the goal of the learning while they play the game. The teacher may negotiate the rule of the games or modifying the games according to the students' interest. The teacher also needs to consider and pay attention to the level of difficulty, because the games are too challenging that it may discourage them. The challenge can be divided into two kinds. They are the understanding how to play the game and understanding the language content.

The teacher has many roles in implementing games in the classroom. Paul (2003: 52-55) defines several roles of the teacher in implementing games as follows:

- a. Designing games. The teacher assesses what the students need to learn in any particular reason and designs the game where the goals of the lesson are achieved.
- b. Getting the pace right. The teacher should consider language sequence very carefully and decide which target language that will be introduced for the students. The teacher needs to interfere the game and gives hint if the targets are too difficult and makes the targets a bit more difficult if the students are not being challenging to think. The teacher also needs to ensure that they understand the target language.
- c. Answering questions. The teacher should be always available if the students want to ask about the game.
- d. Extending the children ability. The teacher should make sure that the games are challenging enough for the students.
- e. Cheating creatively. When the students play competitive games, some team will be stronger than others, the teacher needs to cheat creatively so that all of them have a good chance of doing well in the game.
- f. Giving all the students the chance. The teacher needs to ensure that all of them are enjoying the game and have opportunity to speak. The teacher may encourage them who have less confidence.
- g. Taking part. The teachers also can join in the game and sometime makes a mistake in the hope that the students will correct the teacher. In brief, a game is an interesting way to make learning language easier.

There are so many kinds of games that the teacher may use in the teaching and learning process, especially in teaching speaking. The teacher should consider several things such as the level of difficulties and the students' interest. The teacher's roles in implementing the game needs to be taken into account to make sure if the game helps the students to learn the target language.

6. Board Games

a. The Definition of Board Games

Board games can be offered as a teaching aid to teach English for children, especially the primary or elementary students. Board games are the popular types of games among the children. Board games are well known almost in all of societies in the world. According to Pritchard (1994), the origins of board games came from China, India, or Nigeria. The examples of popular board games are monopoly, *snakes and ladders*, and ludo. This type of the board game mainly involves moving markers along a path (Lewis and Bedson, 1999). Board games are a kind of games that can be used in teaching language. Rahmawati (2012) states board games are also been used to teach children basic fact and information about the world in which they live. In the board game, there are some materials needed by the player such as, counters, dice, game board, and cards.

b. The Advantages of Board Games

Board games give many advantages for the teacher and the students. The advantages of board games for the teacher are helping the teacher to get the students involved and get more positive proactive responses, enhancing students'

motivation because it is contrast with the regular class exercises, and adding students' interest to what they do not normally find interesting. Whereas, some of advantages of board games for the students are the board games provide rich learning opportunities and improve their learning ways, connect to the real life situations, encourage the use of authentic materials and guarantee fresh content, enhance their motivation as they perceive them as fun and enjoyable, help them to be more creative, tap into the emotional side, etc.

According to Carly (2010: 21) there are many advantages of using board games in the classroom, such as:

- a. Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- b. Board games usually involve friendly competition and they keep students interested in learning the language.
- c. Board game can help them (children) learn and hang on to new words more easily.
- d. The board games are motivating and challenging.
- e. Learning a language requires a great deal of effort.
- f. Board game helps students to make and sustain the effort of learning.
- g. Board game provides language practice in the various skills-speaking, writing, listening and reading.
- h. They encourage students to interact and communicate.
- i. They create a meaningful context for language use.

Another advantages of the board games according to Wright, Betteridge, and Buckby (2005) are:

- a. Board game adds variation to a lesson and increase motivation. Shy students can participate positively.
- b. Help students to develop personal reasons for learning English. For example by encouraging out of – school class activities.
- c. Make learning English enjoyable and fun. Teacher is influencing their attitude to language learning.
- d. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The board game makes the reason for speaking plausible even to reluctant children.
- e. Through playing board game, students can learn English a lot without stress.
- f. Create warm and joyful atmosphere where teacher and students enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.

c. Disadvantages of Board Games

Board games also have some disadvantages in the teaching and learning process. Teachers need more time, energy, money, and preparation than the ordinarily teaching. It is because the teacher needs to prepare the board, dice, and cards in order to ensure that the activity runs well. The teachers also need to use their imagination to design a board game which appropriate for their students. Currently, there are many websites which can help the teacher to make a board game based on the student's needs. The teacher also needs more time to explain

the instructions and shows the game to make the students really understand about the instructions of the games.

Based on Hadfield (1999), the teacher should explain briefly what the game involves, the photocopied hand out /cards, and the teacher should give a little time to the students to study them. The teacher also needs to give more attention to the students because the teacher should move around and monitor the student to take a note on the students' mistakes or errors. Therefore, the teacher can give feedback to their students in the end of the game.

7. *Snakes and ladders* Game

a. The Definition of *Snakes and ladders* Game

Snakes and ladders is a common board game among children in the world. *Snakes and ladders* is a game that have two or more players on a game board which having numbered squares (1-100). Commonly, the equipment of this game are board game, colored tokens, and small dice. The size of each square in the board game most commonly 5x5 cm, 8x8 cm, 10x10 cm, or 12x12 cm varies from board to board, as does the exact arrangement of the *snakes and ladders*, with both factors affecting the length of play. The path of the game consist of some squares from "Start" square and end on "Finish" square which the players will find the *snakes and ladders* around the squares. The authentic *snakes and ladders* game, each player is represented by colored game piece token. A single dice is rolled to determine random movement of a player's token in traditional form of play. The dice is a small cube with one up to six dots on each sides. The dice will

decides how many steps the players should move and the number of dice decides who will be the first to play the game. The winner of this game is when the one who grasps the “Finish” square.

Besides, Pritchard (1994: 162) states that the *snakes and ladders* originated in India as part of a family of dice board games that included *gyanchauper* and *pachisi* (*ludo* and *parcheesi*). In 1943, this game well known as *Snakes and ladders* in England. *Snakes and ladders* facilitate the students to learn about counting, life, interaction and socialization. In this game, implicitly, the elementary students can learn about up and down in life or about joys and troubles. Ladders represent *the up life and joy*, while the existence of the snakes represent *the down in life or trouble* (Sari and Muniroh, 2012:2). In addition, the children also learn about fairness, tolerance, and how to take turn.

The researcher modified the equipment of this game such as the size of the board game, the size of the dice and also the researcher adds two kinds of cards which are ASK and TELL cards. The players move around the game board, go up and down. There are interactions among the players when the game runs. On the each square of the board game they need to take a card containing clue and mission (ASK/TELL) that they need to practice. The players are making some deals when they are in the same place. It can be concluded that *snakes and ladders* game is one of the games which have a similarity with a communicative game for teaching and learning English especially speaking.

b. Rules in the *Snakes and ladders* Game

The *snakes and ladders* game is played at least two or more players. The players should determine the turns first to decide who will be the first to roll the giant dice. After determining the turns, the students can roll the dice and notice how many numbers they get for moving forward (if the student get the six number of dice, the players have second opportunity to play the game). Players take place on a *snakes and ladders* board where the space are from start to finish (1-100). The structure and layout of the board may or may not match to the conventional board. The positions and effects of *snakes and ladders* will be consistent (terms such as up, down, forward, back, etc.). The game goes on in this manner until someone reaches the “Finish” square.

On the other hand, the *snakes and ladders* board game for language teaching has the same rules with a regular *snakes and ladders* board game but in this game there are some modifications to make the students can communicate in English. Below are the rules of the *snakes and ladders* board game for language teaching refer to Haryati (2012: 36).

- 1) Put your playing piece on the start square.
- 2) Decide who is going to start and which order you are going to play.
- 3) First player rolls the dice and moves forward according the number of the dice.
- 4) Take a card according to the number of the square indicates.
- 5) Read aloud the clue in the card.

- 6) The player should communicate with their friends within the group using the clue on the card. The group members also have to respond to the player who is playing.
- 7) Continue the playing, roll the dice again.
- 8) Player gets snakes; turn off from the snake tip until the snake's tail.
- 9) Player gets ladders; turn on from bottom of the ladder until top of the ladder.
- 10) To finish you have to land directly on the square last square.

8. The Significances of the *Snakes and ladders* Board Game in the Teaching Speaking

The *Snakes and ladders* board game can be used as one of the media that facilitates the students to be able to speak in the class. According to Chang and Cogwell (2008) using a board game in the language classroom is an effective, low anxiety, and fun way for them to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world. Playing the *snakes and ladders* board game is an interesting thing to do in the class. This game is fun and it helps the students to learn the language while playing the game they are not anxious in the class.

Using the clues in the cards, they will be motivated to speak English to complete the task of the game. While talking with their friends, they will be able to increase their fluency because they will repeat using the same expressions and vocabulary. It will help them to adapt with the words and expressions related to the topic. Haryati (2012) also highlights that the *snakes and ladders* board game

helps to increase the students' motivation and interest in take part actively in the speaking class. Suryani and Rosa (2014) also state that using board games successfully improves the students' speaking skills. The improvement lied on all aspects of speaking i.e. students' comprehension, fluency, vocabulary mastery, pronunciation as well as their grammar.

9. EFH (English for Holidays) of UNY

English for Holidays or EFH is a yearly program conducted by Languages and Arts Faculty of Yogyakarta State University in the form of language school. English for Holidays is an annual English program which is oriented in participants' communicative competencies. Since the program is held in the school holidays, it serves carefree, fun and cheerful condition for participants. The purposes of this program are to make the students of kindergarten schools, elementary schools, junior high schools and also the students of senior high schools learn English actively and also to make their holiday more fun (Hidayanto, 2011). This program offers cheerfulness and care for the participants. On the other hand, EFH offers English areas and English activities which are combined between science, modern technology and also the traditional culture from Indonesia. It means that there is an implementation of contextual teaching and learning in EFH.

The teaching method used in EFH especially to teach kindergarten (*Kindie*) and elementary (*EL1-EL3*) children is the *Total Physical Response (TPR)*, then for *EL4-EL6* and Junior-Senior High School (*Junsen*) class, they

mostly used Communicative Language Teaching (*CLT*). Those methods are chosen since they seem to be the most effective method to be applied in teaching a foreign language to young learners. In every activity, the teachers are guided by syllabuses. The syllabuses show the topics and themes which will be taught to the children. They are taken from the national syllabus of English because in general, the children on the same age have the same things to learn. The syllabuses were developed by the teachers according to the facility of the program (Supriyanti, 2012). In order to fulfill children's need in their holiday, the materials to be delivered to the children in English For Holidays are mostly in the form of songs, games, stories and worksheets that can be adjusted with various themes since the materials being chosen is almost in general topics. Those materials are chosen in regard to the previous theories that seem to be the most appropriate to be delivered to the children since it offers children's liveliness. In general, the materials of EFH are indoor activities (classroom activities), outdoor activities (campus grand tour, barbeque, field trip and games) and class performances. The activities of EFH are held in UNY with field trip as an additional activity which is held outside the campus. In every activity of teaching and learning, there are media to equip the children. The media are developed by the teachers of EFH.

English for Holidays is a form of a language school which has the appropriate methods and treatments to make the children enjoy learning English. The development of the *snakes and ladders* game to teach speaking to children aged 9-11 in language schools is inspired by this program which provides the children with some interesting media in every teaching and learning activity

although there is still lack of the media and materials provided and some improvements have to be done in every year of EFH (Hidayanto, 2011). From the EFH's syllabus, some themes and topics are taken as the materials of the *snakes and ladders* game developed. In the year the researcher doing this study, the big theme being used is about *space*, so the design of the product is also about *space*.

B. RELEVANT STUDIES

The *snakes and ladders* board game is an ancient game, but it turns with the current approach in communicative language teaching. It can improve the students' achievement and motivation in the class. There are some similar research studies that had been conducted before. The results of the research are described as follows.

The first is an article written by Aida Suryani and Rusdi Noor Rosa (2014) proves that the use of *snakes and ladders* game is effective to improve junior high school students' speaking ability. The study shows that the students were playing the game enthusiastically. The game could improve their motivation to speak in English. From this game, the students tried to speak and learn each other.

The second study is the research conducted by Candrika Citra Sari and Siti Muniroh from State University of Malang (2012). The research proves that the speaking and vocabulary of the students can be improved by using *snakes and ladders* game as teaching aid. The study also shows that the use of *snakes and ladders* game could improve the students' learning motivation, pronunciation, enlarge vocabulary since it involves physical movement and group work.

C. CONCEPTUAL FRAMEWORK

Media are very useful to teach children. Besides making the students interesting, it motivates them to study English more. The researcher tried to develop an interesting teaching aid to teach English speaking in language schools. *Snakes and ladders* is a simple game and an example of interesting teaching aid to children because this game is familiar among them. With some improvisation on the rules, design, size, and properties of the game, the researcher tried to design a useful and interesting teaching aid to teach speaking in language schools.

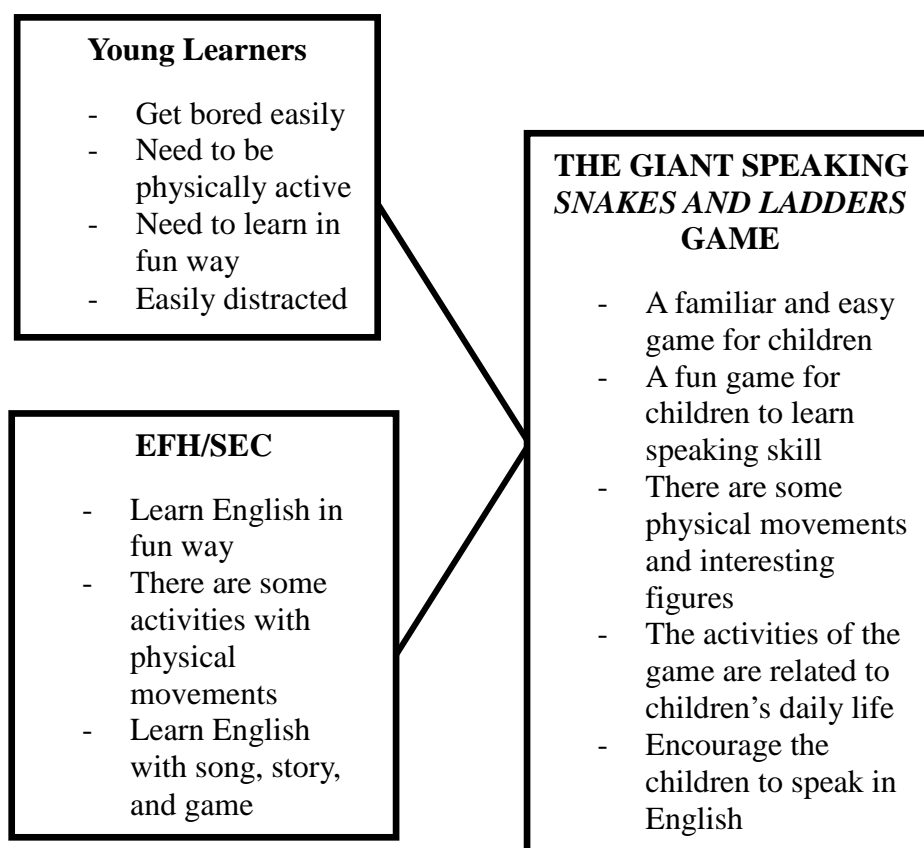


Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

This study is classified as *Research and Development*. The purpose is to develop a product that then it can be used as an educational program. It is currently used to develop and evaluate the educational products, such as materials, object, a method of teaching, and instructional media.

Educational research and development is a process which is used to develop and validate educational products (Borg and Gall, 1983: 772). Borg and Gall provide steps of the process in research and development study which was ordinarily known as research and development cycles. There are ten steps in research and development cycle. They are research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision and dissemination and implementation (Borg & Gall, 1983: 775). However, from those ten steps, the researcher decided to employ only six steps of research and development method as the methodological umbrella in conducting this research.

In this study, the researcher developed the product in the form of *snakes and ladders* board game. The product was developed to meet students' specific needs and according to the detailed specifications. The product was tried out and revised in order to achieve its effectiveness.

B. PRODUCT OF THE STUDY

The product of this study is *Snakes and ladders* which can be used to teach English speaking to children aged 9-11. The equipment of the product are:

- instruction card: there are some rules of the game and gambits which can be used in this game.
- game board: this is the most important equipment in this game. The board size is 3m x 3.48m which has 62 places, 5 rockets (represent ladders = go up), and 5 robots (represents snakes = go down).
- dice: a pair of six sided dice (30cm x 30cm) made from flannels and dacron.
- cards: there are 40 cards (20 TELL cards and 20 ASK cards) which were drawn by the players when they land on the squares of the truck and follow the instructions printed on them.

C. PARTICIPANTS OF THE STUDY

The participants of this study were children from EL 3 students of EFH 2015 and 10 children in Semoya English club. The ages of the participants varied from 9-11 years old. They had varied backgrounds in learning English.

D. SETTING OF THE STUDY

The study was conducted during the teaching and learning process in the EL 3 class of EFH (*English for Holidays*) UNY 2015 and in the SEC (*Semoya English club*) of SD Muhammadiyah Semoya, Berbah.

E. RESEARCH INSTRUMENTS

The instruments of the study were syllabus of EFH, interview guidelines, questionnaires for the experts and teachers, and also the field notes. From the syllabus, ten topics were taken and the activities on the game were decided after analyzing the reflective field notes of observation. The questionnaires were to assess the instructional design of the snake and ladders game, whether it was interesting, easy to understand and appropriate for the children or not. Field note was a kind of note in which the researcher wrote some of the findings during the observation. This was the students' behavior during the teaching and learning process or the problems during the ongoing research.

F. RESEARCH PROCEDURE

In this study, the researcher combined and simplified the methodological steps from research and development model by Borg and Gall (1983:775) and from Masuhara's model (Tomlinson, 1998: 247). There are ten steps in the research and development cycle. They are research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field

testing, operational product revision, operational field testing, final product revision and dissemination and implementation (Borg & Gall, 1983:775). Whereas, Masuhara in Tomlinson, (1998: 247) proposes five steps which are need analysis, goals and objectives, syllabus design, methodology/materials, and testing and evaluation. The researcher decided six steps of research and development method as the methodological umbrella in conducting this research. The researcher modified the models used in the research as follows.

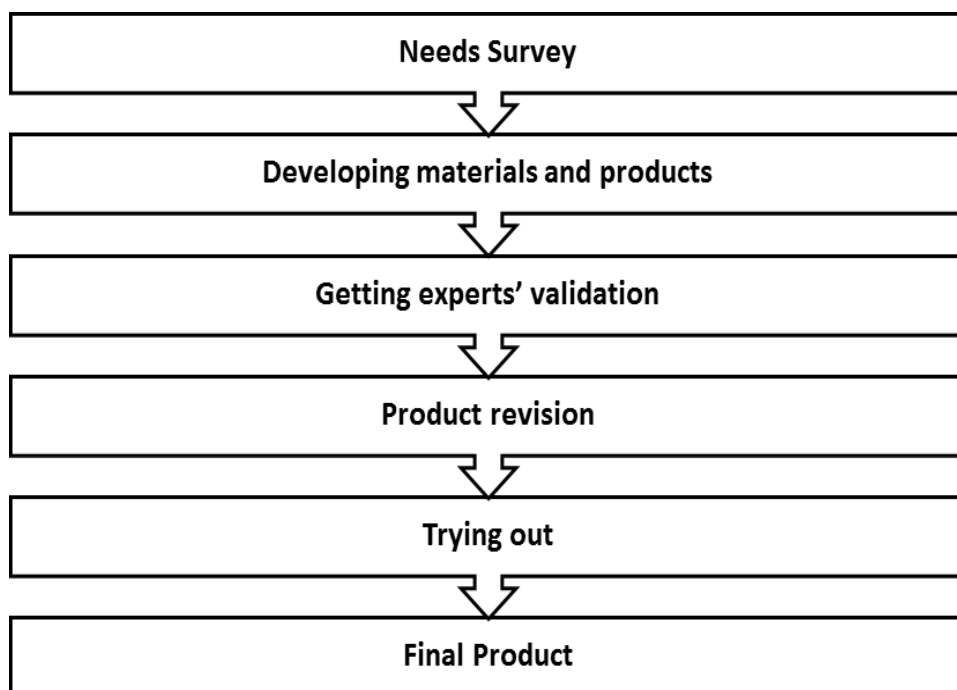


Figure 2: **Research Procedure in Developing *the giant speaking snakes and ladders Game*.**

1. Conducting needs survey

Needs survey conducted by analyzing syllabus of EFH program and observing the children. Generally, children have same needs to learn English. The syllabus is the form perceived needs that children have.

The aim of observing the children was to know what the children wanted in learning English and to decide kinds of activity which made the children interested. This step was necessary as the guidance in designing the instructional media and the contents of the *snakes and ladders* game.

2. Developing materials and product

In developing the materials, some topics from the syllabus were taken and the course grid was developed. The course grid was the guidance for the teachers to guide in deciding what kinds of materials had to be taught before implementing the product. The contents of the course grid were the topics, competencies, indicators, materials and language function.

The product was developed with interesting colors and figures to make the children attracted and interested in playing the game. There were some steps had to be done in developing the product:

a. Transferring ideas and designing the lay out of the product

The ideas were transferred into the draft of product. The next step was designing the lay out of the product. The researcher was searching for the appropriate figures which were related to *snakes and ladders* game.

b. Producing the product

The next step was producing the product. The real concept of the ideas was designed and the selected figures were taken into the draft of the

product. The player's guide was also designed in this step and they were printed on an appropriate form.

3. Getting experts' validation

In this step, the researcher asked an expert who verified the product from the content and media aspect. From the expert, there were some revisions and suggestions to make the product better.

4. Revising the product

This step is the first editing of the product. After being revised based on some suggestions from the supervisor as the experts of English for children, the product were produced and ready to use.

5. Trying out the product

This step is implementation of the product. The researcher implemented them to 10 children of EFH and 10 children of Semoya English club. There were some lacks that had to be revised based on the implementation of the product.

6. Producing final product

After implemented the product, the researcher revised the lacks of the product, then the final product were produced.

G. DATA COLLECTION TECHNIQUES

The data were obtained through the data from need analysis, and the data from expert and teacher judgements. Need analysis was the step which has to be done to decide the design of material that the children

generally need in daily life. The need analysis was conducted by interviewing the English teacher, observing the teaching and learning processes and analyzing syllabus. The observation and interview are the technique to know the information about what students need and really want in the class and also the kind of lesson they interesting of. Through the observation, researcher could decide the concept of the game and kinds of activity in the game. The expert and teachers judgements were the technique to evaluate the media, so that the researcher got the feedback about the product.

H. DATA ANALYSIS TECHNIQUES

After collecting the data, the researcher got two kinds of data. They were qualitative and quantitative data. The qualitative data consisted of the results of interviews and observation during the analysis and try out. The results of interviews and observations were presented in the form of interview transcripts, field notes, and analyzed qualitatively through the description.

The quantitative data consisted of the results of the evaluation questionnaires from the expert and English teachers. To analyze quantitative data, the researcher used *Likert Scale* as follows:

Table 1: Description of the score
(Sugiono, 2012)

1	Very poor
---	-----------

2	Poor
3	Fairly
4	Good
5	Very Good

The way to count the percentage of the result of *Likert Scale* is called *Likert scale to formula*, described as follows:

Table 2: **Likert scale to formula**
(Sugiono, 2012)

P = Error! Reference source not found.	
P	: percentage
f	: collected scores
N	: number of case

The percentage of the analyzed data can be used to conclude whether the product are good or not from this average:

Table 3: **Description of the score gained**
(Sugiono, 2012)

81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
≤ 20	Very poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

In this research, some steps were conducted in designing the giant *snakes and ladders* to teach speaking to children aged 9 to 11. The steps are presented as the findings of the research in order to answer the question in the formulation of the problems. The findings are presented into five sections as follows.

1. Need Analysis Result

Before designing *the giant speaking snakes and ladders* board game, a need analysis was conducted at aiming to understand about what kind of the media needed by the students and the contribution of the media toward the instructional process. The need analysis was conducted by interviewing the English teachers of Semoya elementary school and analyzing the FEC and EFH course grids.

The need analysis interview guidelines for the teachers consisted of nine questions and were developed based on the blue print that has been made before. The blueprint was made based on the theory of developing need analysis such as Hutchinson and Waters (1987). It can be seen in the table below.

Table 4: Blueprint of interview guideline

The purpose	Question number	Number of items
To find some information about children profile	1-3	3
To find some information about	4-6	3

children learning activities in the class		
To find some information about topic of materials and media that the children's need	7-9	3
Total of items		9

The question was aimed at finding out the learner's need and the learning need. There were nine questions being asked to the teachers. Those questions also aimed at finding out who the students are and to obtain information about the student's attitude toward English lesson, the students' motivation in English learning, the learning activities in the classroom, teachers' teaching technique, and activities that the students are interested in.

From the interview, some information was got related to the English instruction in the class, especially related to the use of instructional media. The English teacher explained that the students had different characteristics. Most of them were talkative. Their English abilities were also varied. Some of the students were in the high level, some were in the middle, and some were in the low level proficiency. Moreover, the students were active and full of curiosity. However, sometimes they were easy to get bored. Therefore, they needed to be provided with various activities and media in order to make them more interested in the teaching and learning process.

However, the activities that were applied sometimes made them feel bored though the teacher made use of technology in the class. Therefore, the teacher has to prepare another media, material, or activities. Moreover, the teacher did not only prepare one activity in the classroom; she also prepared another media, for

examples, cards, figures, and song. Furthermore, she thought that the instructional media should be adjusted well the theme, the media should be durable, the media should be attractive and interesting because the students were easy to get bored.

Then, the researcher analyzed two kinds of syllabuses. The first was from FEC (Fun English Club) 2015 and the second was from EFH (English for Holiday) 2014. The format of both can be seen in the table below.

Table 5: Syllabus of FEC 2015

Meeting	Topic	Indicator	Input	Language	Activity	Sources
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Table 6: Syllabus of EFH 2014

KEGIATAN AKADEMIK								
ACARA	Karakter	Media/ Sumber Belajar	Aktivitas Pembelajaran	Materi	Indikator	Theme	Kompetensi	
Hari/Tanggal/		N O						

In general, both syllabuses have the same topics and researcher decided to take 8 topics from them; personal information, likes / dislikes, direction / public places, universe, action verb / instructions / command, feelings, opinion, and invitation.

From the data above, it could be concluded that the teacher and the students had good attitudes toward the English instruction. However, they still needed more interesting and appropriate media, especially visual media to facilitate the instructional process. Thus, the researcher decided to develop

instructional media in the form of the giant *snakes and ladders* board game which belongs to the visual media to facilitate the instructional process.

After analyzing the syllabus, the researcher observed the children to know the general design of the game and the type of activity that the children were interested in. The observation was conducted in Semoya. There are five things which were observed:

Table 7: Observation guidelines

a.	The age of the children
b.	The habits of the children on their daily life (learning habit and playing habit)
c.	The background knowledge of the children
d.	The topics they already know
e.	The kinds of activity they are interested

On the first day, the researcher asked the children to sing a song. The class was so noisy and not effective, because the children were not interested in singing that song although there were some body movements in the song. This case can be identified from this reflective field note:

Table 8: First day observation

T	: Well kids, we will sing “zoom-zoom we’re going to the moon”
S	: Ok miss
T	: Let’s sing the song together and let’s dance like this
S	: Miss.....capeek, tired lho miss nari-nari gini. Minum dulu ya? Istirahat... (....)

On the second day, the researcher tried to tell them a story, but they did not enjoy the stories and the activities. Some children said that they felt sleepy, and the others were busy playing with their stationary. They wanted to do an activity which was more interesting than listening to the story and arranging

figures based on the story. They are students in rural area and on their daily life, they play everywhere with everything, for example they play clay in rice field, they play sand and water in the river, and they play kite in railway track.

Table 9: **Second day observation**

T	: Hello kids, Ms. Meta will tell you a story.
R	: Cerita apa miss? (What kind of story do you want to tell miss?)
T	: It is a story about the very hungry caterpillar. (Show the children a caterpillar doll and the ppt slides of the story). Are you ready?
J	: Yes, I am ready.
S	: Miss mbok game lho miss, nek cerita tuh ngantuk miss. (Miss, why don't we play a game?)
Y	: Iya miss, story make me so sleepy.
T	: well dear, today miss tells story first then on the next meeting we will play a game. Okay?
All Ss	: Okay miss, janji ya miss minggu depan game?
(....)	

From the reflective field note above, the children were not interested to the song and story. The children were so active, they moved here and there, played with something and they were easily bored with the activities which did not make them interested in.

2. Product Development

a. Deciding the draft and the rules of media

Generally, the draft of the teaching aid is as same as the authentic *snakes and ladders*, but what makes this kind of *snakes and ladders* different is the activity while players playing the game, there some conversation related to the

theme. The rules of the game are also little bit different with the authentic one.

The researcher modified this *snakes and ladders* as follows.

- The size of the game board is giant (3x3.48 m)
- The size of the dice is giant (30x30cm)
- There are two kinds of card in this game; “Tell Card and Ask Card”. These card used to guide the students speaking in English.

b. Organizing course grid

The course grid was organized after the researcher gained the needs analysis and observation. The contents of the course grid are referred to the results of the needs analysis and observation. The researcher divided 8 topics to make the children easily learn.

The first topic is personal information. Children learned how to introduce themselves, their family or others. Then, they also described the occupation of their family or others.

The second topic is about like and dislike. Children would learn how to express like/dislike, how to ask/response the favorite foods-beverage/fruits-vegetables/hobbies/animals. Then at the same time they learned about kinds of fruits-vegetables, foods-beverages, or hobbies which may not know yet. In this theme/topics the teacher may suggest the students to consume the fruits/vegetables/foods/beverages that they may dislike. Then, for the animals, teachers were not only introducing the kinds of animals but also teachers showed the children how to describe the animals using some adjective words.

The third topic is public places. Children will learn how to give direction and how to describe the public places. The fourth topics is universe. Children will learn about colors and shapes. They can ask and give information related to the topics. The next is giving instruction/command. The children will learn how to give command or instruction to others. The last two topics are feelings and opinion. Children will learn how to express their feelings, how to ask others' feelings, and how to ask/give their opinion.

The first course grid above was not specific. The activities were not mentioned and the material was less specific. There were some specific parts of material which had to be mentioned; vocabulary, grammar, language function and text which the children will learn. The first format of the course grid is described as follows:

Table 10: First Course Grid

Topics/Theme	Competency	Indicators	Materials and Language Function
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After being revised, the final format of course grid is described as follows:

Table 11: Final Course Grid

Theme	Competency	Indicators	Materials				Activity	Learning Resource
			Vocabulary	Grammar	Language Function	Text		

The format of the course grid above is more specific than the first one. There are detailed materials and activities mentioned to make the teachers easily to give the children background knowledge before implementing the *snakes and ladders*

game. The theme is the topics will be taught and the competency is the activity in teaching and learning and it will be measured using indicators. The function of the indicators are to show what teachers expected from students after the teaching and learning activity. In the vocabulary column, there are noun, verb, and adjective words related to the topics. The language function column describes the language functions which are according to the indicators. The grammar column describes the grammar which is used in developing language functions. Then, the activity column describes the activities that the children do in the game.

c. Designing the product

In this step, the researcher tried to choose interesting figures and take them on the template of the *snakes and ladders*. The equipment needed like giant dice, giant board game, and the cards used to guide children to speak. The contents of the cards were derived from the result of needs analysis and observation.



Figure 3: Game Board 1st Draft



Figure 4: ASK & TELL Cards 1st Draft



Figure 5: Dice

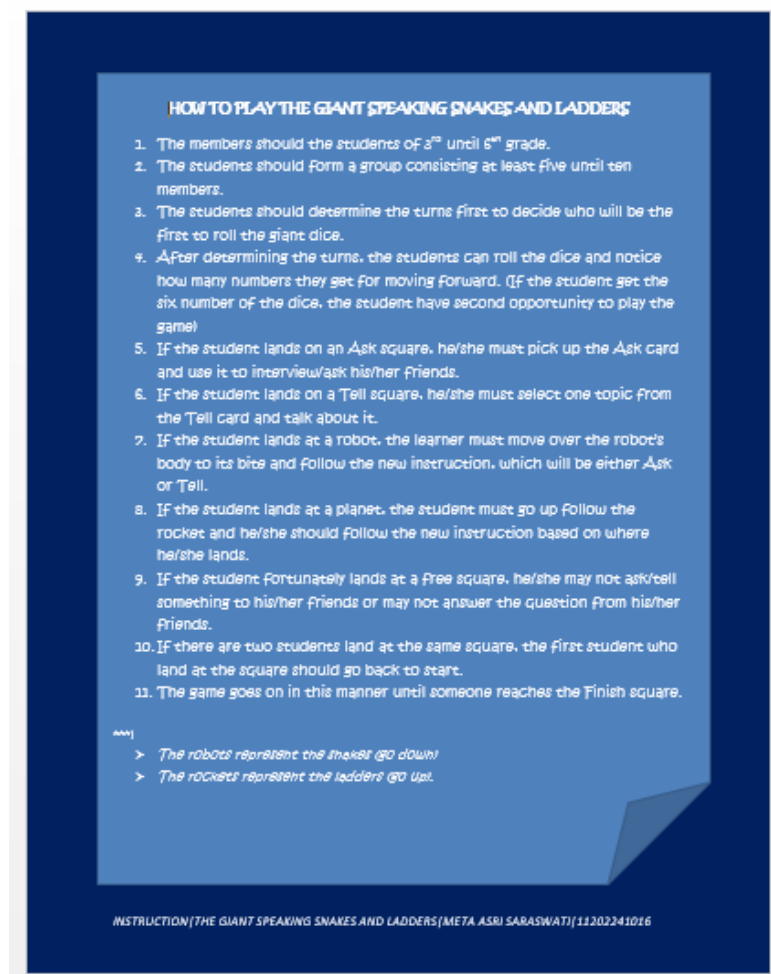


Figure 6: Instruction Card 1st Draft

3. Getting Expert's Validation

In every case, *the giant speaking snakes and ladders* game was evaluated by the English teachers and the expert before it were tried to teach speaking to the students. One of the main purposes of this evaluation was to evaluate the contents and the design of the media. The results of the evaluation from the expert and the teachers are described below.

1) Contents Expert

a. Media aspect

Table 12: **Score of media aspect from contents expert**
(Pinter: 2006)

N o	Aspect	Score				
		1	2	3	4	5
1	Appropriateness between media and indicators				✓	
2	Appropriateness between media and children's need					✓
3	Appropriateness between media and children acquisitions level				✓	
4	The media encourage children to learn communicatively					✓
5	The media are related to daily life				✓	
TOTAL SCORE		22				
PERCENTAGE		88%				

According to the result, the media aspect of *the giant speaking snakes and ladders* game developed was very good although there were some revisions and suggestions from the expert. The revisions were on the instruction card the ASK&TELL cards. There were some grammatical mistakes on the instruction card, and for the ASK&TELL cards had to be changed because the sentences were too complex for students, so the researcher simplified them.

b. Activities aspect

Table 13: **Score of activities aspect from contents expert**
(Cameroon: 2001)

N o	Aspect	Score				
		1	2	3	4	5
1	The activities encourage children to learn communicative language					✓
2	The activities are interesting					✓
3	The activities are based on the topic					✓
4	The activities understanding in certain language function					✓

TOTAL SCORE	20
PERCENTAGE	100%

Based on the data above, the percentage of the activities aspect is 100%. It means that the activities aspects of the media are very good. The evaluation of the materials presented.

c. Setting aspect

Table 14: **Score of setting aspect from contents expert**

(Hadfield: 1999)

N o	Aspect	Score				
		1	2	3	4	5
1	The media cover several settings				✓	
2	The media encourage children to be independent or cooperative				✓	
3	The media are able to increase children's communicative competence					✓
TOTAL SCORE		13				
PERCENTAGE		86%				

The percentage aspect of setting aspect is 86%. It means that the setting aspect is very good. There was no revision on this aspect. It means that the game will run well in some settings.

d. Layout aspect

Table 15: **Score of layout aspect from contents expert**

(Brewster: 2002)

N o	Aspect	Score				
		1	2	3	4	5
1	The media and the equipment are arranged orderly					✓
2	The materials are well organized and easy to understand					✓
3	The media are interesting					✓
4	The size and font of the media and the contents are readable					✓

5	The colors of the media and the equipment are interesting					✓
TOTAL SCORE		25				
PERCENTAGE		100%				

According to the percentage, the layout of the media was very good though there were some revisions on the layout of the product. The revision was on the layout instruction card and ASK&TELL cards. The researcher needed to add figures and made the cards more interesting.

The average the score of the evaluation from the contents expert is described below:

Table 16: **The average score from contents expert**

Aspect	Score
Media	88
Activities	100
Setting	86
Layout	100
Total	374
Average	93.5

Based on the data collection above, the percentage of the media aspect is 88%, then the percentage of the activities aspect is 100%, the percentage of the setting aspect is 86% and the percentage of the layout aspect is 100%. Then, the average percentage is 93.5%, it shows that *the giant speaking snakes and ladders* game is very good and very feasible to apply.

- 2) Media Expert
 - a. Design aspect

Table 17: **Score of design aspect from media expert**
(Brewster: 2002)

No	Aspect	Score				
		1	2	3	4	5
1	Komposisi warna media <i>The composition of color</i>					✓

2	Pemilihan gambar pada media <i>The choice of Figures</i>					✓
3	Pemilihan ukuran gambar pada media <i>The choice of Figures' size</i>					✓
4	Pemilihan ukuran kartu pada media <i>The choice of cards' size</i>					✓
5	Pemilihan perlengkapan permainan <i>The choice of equipment's size</i>					✓
6	Pemilihan ukuran dan bahan dadu <i>The choice of dice's size and material</i>					✓
7	Kualitas media <i>The quality of the media</i>				✓	
8	Kualitas perlengkapan isi media <i>The quality of the contents of media</i>			✓		
TOTAL SCORE		37				
PERCENTAGE		92.5%				

The design of the media, according to the expert, is very good. The choice of size, figures and equipment of the media makes children interested. Meanwhile, there were some parts which had to be changed. The first part was the ASK&TELL cards because there were no figures there, so to make them became interested and easy to understand the researcher added some figures on them. Then the second revision was on the quality of the cards. The researcher had to change with the permanent one.

b. Development aspect

Table 18: **Score of development aspect from media expert**
(Brewster: 2002)

No	Aspect	Score				
		1	2	3	4	5
1	Komponen yang dapat dipindahkan (dadu) <i>The movable element (dice)</i>					✓
2	Penyusunan gambar pada media <i>The development of Figures</i>					✓
3	Tulisan yang digunakan pada kartu, papan permainan, dan buku petunjuk permainan. <i>Text used in cards, game board, and</i>				✓	

	instructions book (the choice of fonts and the size of fonts)					
4	Penyusunan gambar dan tulisan pada media The arrangement of Figures and texts				✓	
TOTAL SCORE		18				
PERCENTAGE		90%				

The percentage of this aspect indicates that the development of the media is very good and there was no revision on this aspect. It means that the game is interesting and arranged orderly.

The average score of the evaluation from media expert is described below:

Table 19: **The average score from media expert**

Aspect	Score
Design	92.5%
Development	90%
Total	182.5
Average	91.25%

Based on the data collection above, the percentage of the design aspect is 92.5% and the percentage of the development aspect is 90% then the overall percentages show that the media is very good and feasible to apply.

4. Product Revision

After getting some revisions by the expert, the product was developed. There were some changes on the game board and cards according to the expert's suggestions.



Figure 7: Game Board (after revision)



Figure 8: ASK&TELL Cards (after revision)

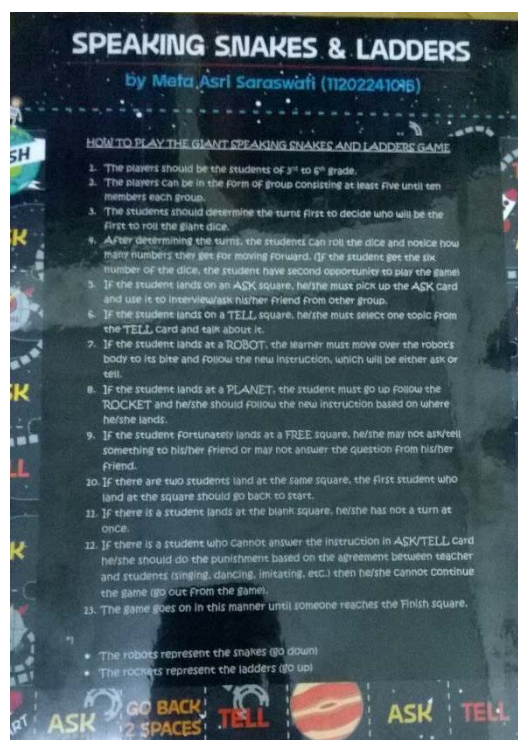


Figure 9: Instruction Card (after revision)

5. Trying Out The Product

The product was implemented to EL3 students of EFH and also 10 children of Semoya English Club. The aim of the implementation was to assess the instructional design of the *snakes and ladders* game to test the effectiveness of the product, whether it was appropriate or not to teach speaking to children.

The instructional design of which is the design player's guide and the rules of the game. There were 10 aspects which were being assessed. According to Brewster (2002) and Needleman (2010), there are 12 aspects which are being assessed.

Table 20: Aspects of instructional design
(Brewster: 2002; Needleman: 2010)

No	Aspect
1	The instructions are clear.

2	The instructions are specific.
3	The instructions are short and to the point.
4	The instructions are easy to understand.
5	The instructions are easy to follow.
6	The choice of the Figures.
7	The development of the Figures.
8	The size of the Figures.
9	The color of the background.
10	The type of the font.
11	The color of the font.
12	The size of the font.

From 5 teachers of EFH 2015, it can be concluded that the instructions of the game were clear and easy to understand. The instructions used short and to the point language which are very helpful for children. The specific instructions with clear and to the point language made the children easy to understand them and the children will follow the instructions without any distraction.

The choice of figures is very good and interesting and development of them is good. The next aspect was the choice of background's color. The color of the background is interesting and not distracted. Black and light grey colors with some white dots represent the space. The choice of the font's type and color is also readable so that the children can easily read them.

The implementation to the children indicated that the “*GIANT SPEAKING SNAKES AND LADDERS*” can be used to teach them speaking. They enjoy the game and they have interactions while the game is played. Since young learners are very active, *the giant speaking snakes and ladders* game is completed with the physical activities because the tokens are the students. The children also implemented what they got from the game on their daily life. They communicated with their friends with English, although they were still shy and used their mother language.

6. Developing Final Product

The final product was produced after the implementation to the children in EFH/SEC. There was some revision on the product. The researcher revised the design of ASK&TELL cards because there were no figures as clues for children when they read the card, so the researcher put some figure as clues on each card. Then, she also changed the quality of the card with the thicker and the permanent one, she used laminated ivory paper because the paper on the first product were not durable if they are used in long time. The researcher printed the board game using banner in size 3 x 3.48 m, the dice made from flannel in size 30 x 30 cm, the ASK&TELL cards made from laminated ivory paper in size 8 x 14 cm, and the instruction card made from laminated ivory paper in size A4.



Figure 10: Board Game (Final Product)



Figure 11: The Dice (Final Product)



Figure 12: The ASK Cards (Final Product)



Figure 13: The TELL Cards (Final Product)



Figure 14: The Instruction Cards (Final Product)

B. DISCUSSIONS

As stated earlier, the purpose of this research was to develop a board game for teaching speaking to the children aged 9-11 (students' grade 3-6 of elementary schools). By playing this game the student could experience learning and playing at one time. The final product of this study was a package of a board game, a dice, a set of ASK and TELL cards, and the instruction card or play guide. The product had been implemented to EFH (*English for Holidays*) and SEC (*Semoya English Club*) participants. Moreover, the discussion was related to the experts', children's and the teachers' responses to the product, some

characteristics of the appropriate *Snakes and ladders* were concluded. The appropriate *Snakes and ladders* that could be applied for EL 3 participants in English for Holidays and Semoya English Club participants should have the following criteria:

- 1) The product appropriate for instructional aims.
- 2) The product facilitate the teacher or children in the teaching and learning processes.
- 3) The material qualities of the product are good and durable.
- 4) The equipment of the product are colorful and attractive
- 5) The activities are various.

Here is the discussion of implementation of *the giant speaking snakes and ladders* board game works on the teaching and learning process:

Day : Thursday
Date : July 2, 2015

.... Teachers review the last material (greeting and introduction) then teachers explained about like-dislike and giving direction materials using power point and song. The teachers gave them some worksheet related to the materials. Then, the teachers invite the students to play the board game (giant speaking snakes and ladders). The teachers selected the cards which told about greetings-introduction, likes-dislikes, and giving directions. The students looked so happy and interested when they saw the giant board game and giant dice. Then the teacher told the students how to play the game. They responded enthusiastically. Then the teacher divided the students into two teams. They were competing to get to the finish land by answering every command that was in ask / tell cards. They played the speaking giant snakes and ladders game happily though some of the students cannot speak fluently....

Day : Thursday
Date : July 6, 2015

....Teachers mentioned the materials (universe and action verb) while showing some cards. In pairs they try to describe things around the

class in written, then we played who am I game, the teacher explained the characteristics about the things that student should guess. The student guess them enthusiastically. The class atmosphere was so active, because the students were also ask the teacher to guess the things that they described. After that the teachers ask to the students to play the board game, but in that time teachers prepared some ask/tell cards about personal information, animals/fruits/vegetables(likes & dislikes), public places (giving direction), shapes/colors (asking and giving information/describing things), and action verb (giving instruction). They looked so excited and really enjoy the game. They tried to answer and did each mission enthusiastically....

Day : Thursday

Date : July 9, 2015

.... After the break, teachers reviewed all materials using the giant speaking snakes and ladders in classroom. They did each mission actively. Then every student gave comment and opinion about the lessons, the activity, and also the teaching aids during they joined in EFH. All of students feel happy, excited and really enjoy the EFH program and they really like the board game and play it happily, though some of the students cannot speak fluently. This board game is really help the students to improve their speaking...

The goals of the English instruction in the teaching children in EFH and SEC are to make children able to enjoy the learning process in enjoyable environment. Children aged 9-11 are very active, the giant speaking snakes and ladders is completed with the physical activities, hands on activity, and non-verbal language. TPR is selected as the teaching method. *The giant speaking snakes and ladders* supported enjoyable learning because the rules were designed to facilitate children physical movement (jump, run, and throw the dice). By doing some movement, the students enjoyed the lesson. The class became not monotonous and attractive. Based on the implementation, the development of the *giant speaking snakes and ladders* have been achieve the goal of the language competence. The children are required to communicate by using simple language

and respond to some instructions. The activities were organized according to the levels of difficulties to create a positive learning experience. Then, they accommodate the individual or group work. Group work stimulated students to have discussion and help each other with their group to solve the question printed on the ASK/TELL cards. It was in line with Lewis and Bedson (1999:6) that group work allowed the students to learn how to achieve agreement in a small group. Besides, through the cooperative learning, the low achievement students could learn from the higher achievement students. Children learned from their friends through cooperative learning. According to Harmer (2001:166), group work could develop a sense of belonging among friends. Students could learn how to appreciate others and how to work in a group, so implicitly, group work made children would grow up as a good and sociable humans.

Then, based on the implementation, the *giant speaking snakes and ladders* is appropriate for teaching English speaking to the children. It enables the use of *the giant speaking snakes and ladders* in any settings, outdoor or indoor. The students and the teachers did not have any difficulties in following the rules of *the giant speaking snakes and ladders* because the instruction card is very clear and they were very familiar with the game. This is in line with the statement of Wright, Betteridge, and Buckby (2005:4), to minimize the difficulty it is essential that the learners be familiar with the game in their own language. The giant speaking snakes and ladders had successfully attracted the children's attention at the first time they saw the product. The size and the equipment made them curious. They have not seen a snakes and ladders game as big as the researcher

brought before. The board game and the cards were presented some interesting and colorful pictures. This made the children impatient to wait for what lesson they were going get. The use of the picture on the board game and cards are related to the children visual literacy. The pictures on the ASK/TELL cards are suitable to the topics of the materials so the children can link and easy to understand the mission printed on the each card. The collected data also proves that the material qualities of *the giant speaking snakes and ladders* are very good and durable. The material of *the giant speaking snakes and ladders* are safe for children.

The giant speaking snakes and ladders gave a very simple understanding about happiness and sadness events in life. As mentioned earlier, *snakes and ladders* game introduce up and down in our life through the presence of *snakes and ladders*. The snakes symbolized the sadness events in life while the ladders symbolized the happiness, so they must be able to face both conditions. (Sari and Muniroh, 2012)

From the results and discussion above, it can be concluded that the giant speaking snakes and ladders are appropriate to be used for teaching English speaking to children aged 9-11. The *giant speaking snakes and ladders* has succeeded in making the students' attention span longer. It attracted the students' attention until the class ended. The giant speaking snakes and ladders were really amazing for the students. Based on the data analysis, *the giant speaking snakes and ladders* was feasible to use in the teaching and learning English speaking processes.

Although, there are some explanations about the strengths of the giant speaking snakes and ladders before, *the giant snakes and ladders* game are also had some weaknesses. This game could not be played in a small room. Then, *the giant snakes and ladders* was quite hard to be applied in a big class because the teacher will have difficulties to manage the students, the maximum members of the game are ten children. It took a long time to reach the finish. The teacher should be able to control the situation of the class when the students play this game. The teacher should help the students when they feel confused about the mission printed on the ASK/TELL cards.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

a. The instructional design

Based on the findings, the instructional design of the “*GIANT SPEAKING SNAKES AND LADDERS*” is clear and easy to play. It is very helpful for the children to follow the instruction of the game. The gambits and language functions are also easy for children because they are simple and use short language. The design of the *snakes and ladders* game is very interesting. The size of the board and the dice, the composition of colors, the choice of the Figures, and the choice of the equipment attract the children and make them enjoy playing the game. The development of the figures is very good. It is not stalking and disturbing the children on understanding the contents of the *snakes and ladders* game.

b. The contents of the *snakes and ladders*

The contents of the *giant speaking snakes and ladders* are suitable for the indicators in the course grid. They are suitable to the children’s needs and encourage the children to learn communicatively. The activities in the game are interesting and make the children learn unconsciously. They are based on the topic and apply understanding in certain language function. They are also applicable to the children’s daily lives. The *giant speaking snakes and ladders* also covers several settings (indoor/outdoor). They encourage the

children to be independent or cooperative and also able to increase the children's communicative competence.

B. SUGGESTIONS

1. For teachers

The teachers can change the material in the ASK/TELL cards. He/she can adjust the contents based on the students' needs and he/she does not need to reprint the board since the board is usable for any topics. For teachers who want to develop the same product, it is better if they consider the background of their students. Knowing the learning habits, playing habits and their daily lives are very important before developing the activities on the game.

2. For other researchers

It is important to attend to the choice of the experts. The experts have to be the person who has experiences on their area. The development of the media is also important because it is not easy to make the children get interested in certain thing. Further development of the *Giant Snakes and ladders* is advisable to be carried out in order to develop a game which will function for assessing other language skills like listening, reading, and writing. *Giant snakes and ladders* need more variation in terms of types of topics, exercises, and rules. Thus, further researchers can develop *Giant Snakes and ladders* with more challenging. The future researcher can also conduct study to develop board game for the disable students. Thus, students with disability can learn by using attractive media which are suitable for them.

3. For other media developers

They should be more creative in designing the media. The media should be both educating and interesting. Moreover, they should provide appropriate media that meet children's characteristics by analyzing the children's need and by understanding the theory deeper.

4. For the English Education Department of Yogyakarta State University
(English for Children Concentration)

They could conduct the same study but in different school or program with different topic for their thesis. Moreover, they should consider the characteristics of the appropriate instructional media for the children before they developed the media.

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APPENDICES

SILABUS EFH 2014

Da y	Vocab	Kindie and L1	L2	L3	L4
1	Personal information	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)
		Asking s.o. About st (what is your name? What is his name?)	asking s.o. ab smth	introducing someone	introducing someone
				responding an introduction	responding to an introduction
2	Animals/ fruit/ vegetables	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes
	Hobbies	Hobbies	(Hobbies can be related to culture (mbatik))	(Hobbies can be related to culture (mbatik))	(Hobbies) > can be related to mbatik
3	Colour, shape	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)
		Describing something	Describing something	Describing something	Describing something
4	Action verbs		Giving Commad	Giving Commad	Giving Commad
			(Action verbs related to mbatik & dancing	(Action verbs related to mbatik & dancing	(Action verbs related to mbatik & dancing
5	Feeling	Expressing feeling related to mbatik	Giviing Command	Giviing Command	Giviing Command
		Giving command (action verbs in dancing) simple ones	Drilling action verbs related to mbatik	Drilling action verbs related to mbatik	Drilling action verbs related to mbatik
6		DANCE WORKSHOP	DANCE WORKSHOP	DANCE WORKSHOP	DANCE WORKSHOP
7	Adjective words to show opinion (good, great, marvelous, bad, terrible etc.)	Asking for & Giving opinion	Asking for & Giving opinion	Asking for & Giving opinion	Asking for & Giving opinion
		(about the dance)	(about the dance)	(about the dance)	(about the dance)

8		FREE	FREE	FREE	FREE
9	Kinds of Events Clothes	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it
		Kinds of events	Kinds of events & clothes	Kinds of events & clothes	Kinds of events & clothes

Silabus EFH 2014

EL 3

NO	ACARA	KEGIATAN AKADEMIK						
	Hari/Tanggal/	Kompetensi	Theme	Indikator	Materi	Aktivitas Pembelajaran	Media/Sumber Belajar	Karakter
1.	Senin/ 30 Juni 2014 1. Upacara Pembukaan 2. Perkenalan guru peserta	2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri , mengajak, meminta izin, memberi izin, menyetujui, tidak menyetujui, dan melarang	Introducing oneself	<ol style="list-style-type: none"> Mengidentifikasi kosakata terkait perkenalan Melafalkan kosakata dan ungkapan terkait perkenalan dengan akurat dan lancar (intonasi, stress, dll) Menyebutkan makna kosakata terkait perkenalan Menggunakan ungkapan perkenalan dengan tepat (aspek grammar) 	<p><i>Key vocabulary:</i> Hello, hi, name, I, you, your, Good morning, good afternoon, how are you, fine, good, fine, Ok, fantastic, bye.</p> <p><i>Key expressions:</i> Good morning. What's your name. I am.. My name's... Hello, Jane. How do you do. How are you? I am great. Just so so. Not very good. Good bye</p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> Warming up Welcoming the students Menjelaskan apa yg akan dipelajari/dilakukan hari itu. <ul style="list-style-type: none"> Menentukan <i>theme song</i>, <i>mascot</i>, dan <i>yel2</i>; Memilih ketua kelas Mendekor kelas. <p>Inti:</p> <ol style="list-style-type: none"> Memberi contoh dengan mengenalkan diri kepada siswa Meminta siswa untuk mengenalkan dirinya sendiri Siswa memperkenalkan diri dengan <i>names chant game</i> Mengajak siswa untuk bermain <i>identity swap game</i> <p>Penutup:</p> <ol style="list-style-type: none"> menyampaikan ringkasan materi 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> Lagu <i>Hello What's Your Name?</i> <i>Names chant game</i> <i>Identity swap game</i> <p>Media: Kertas, spidol</p>	<ol style="list-style-type: none"> Ramah Bersahabat Ceria Menghargai perbedaan Mencintai sesama Berani Rasa hormat dan perhatian Tekun

						2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok.		
2.	Selasa/ 1 Juli 2014 Campus tour	6.1.Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengungkapkan suka dan tidak suka	Fruits	1. Mengidentifikasi kosa-kata terkait dengan tema "fruits" 2. Melafalkan kosa-kata dan ungkapan terkait dengan tema "fruits" dengan akurat dan lancar. 3. Menyebutkan makna kosa-kata terkait dengan tema "fruits" 4. Menggunakan ungkapan-ungkapan terkait dengan tema "fruits" dengan tepat.	<i>Key vocabulary:</i> Apple, orange, durian <i>Key expressions:</i> Do you like it? I like it. I don't like it.	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu Inti: 1. Menceritakan Very Hungry Caterpillar. Sembari bercerita, siswa menggambar buah apa saja yang dimakan oleh ulat. 2. Mereview cerita very hungry caterpillar. 3. Untuk menguatkan vocabulary, guru membagikan puzzle acak. Siswa harus menyusun puzzle tersebut. 4. Puzzle yang sudah disusun ditempel di papan karton. 5. Siswa dibagi menjadi 3 kelompok untuk bermain do you like game. 6. Guru membagikan peralatan game dan menjelaskan cara	Sumber Belajar: 1. Story of Very Hungry Caterpillar 2. Do you like Game Media: Puppet, kartu bergambar, puzzle, board game	1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun

						<p>bermain sambil menjelaskan expression of likes and dislikes.</p> <p>Penutup:</p> <ol style="list-style-type: none"> 1. menyampaikan ringkasan materi memberikan pesan/pengayaan 2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok. 		
3.	Rabu/ 2 Juli 2014 Class activity	6.1.Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta dan memberi informasi	Stationary (colour and shape)	<ol style="list-style-type: none"> 1. Mengidentifikasi kosa-kata terkait dengan tema "Stationary (colour and shape)" 2. Melafalkan kosa-kata dan ungkapan terkait dengan tema "Stationary (colour and shape)" dengan akurat dan lancar. 3. Menyebutkan makna kosa-kata terkait dengan tema "Stationary (colour and shape)" 	<p><i>Key vocabulary:</i> <i>A blue pen. A red eraser. A green book.</i></p> <p><i>Key expressions:</i> <i>Do you know....?</i> <i>The book is on the table.</i></p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. <i>Warming up</i> 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu <p>Inti:</p> <ol style="list-style-type: none"> 1. Menampilkan berbagai macam alat tulis dan menyebutkan kosa katanya. 2. Meminta siswa untuk memasang alat tulis dan kosa katanya (ternyata ada yang hilang). 3. Mengajak siswa untuk mencari alat tulis yang hilang dengan bermain Cookie Jar game (dengan mengubah 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. <i>Cookie Jar game</i> 2. <i>Treasure Hunts game</i> <p>Media: Papan matching, realia (alat tulis)</p>	<ol style="list-style-type: none"> 1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun

				4. Menggunakan ungkapan-ungkapan terkait dengan tema "Stationary (colour and shape)" dengan tepat.		<p>lirik)</p> <p>4. Setelah ditemukan, siswa mengidentifikasi warna dan bentuk dari masing-masing alat tulis.</p> <p>5. Setelah itu, guru membagi menjadi 4 kelompok untuk bermain Treasure Hunts game.</p> <p>6. Lalu, guru memberi situasi "bagaimana jika alat tulis kalian hilang? Bagaimana jika ingin menanyakan alat tulis yang hilang? Bagaimana menjawabnya?</p> <p>7. Memberi contoh dialog.</p> <p>8. Siswa melakukan role-play.</p> <p>Penutup:</p> <p>1. menyampaikan ringkasan materi memberikan pesan/pengayaan</p> <p>2. memberikan pesan/pengayaan</p> <p>3. memberi pesan apa yang harus dibawa besok.</p>		
4.	Kamis/ 3 Juli 2014 Class Activity	6.1.Bercakap-cakap untuk menyertai	Action verb	1. Mengidentifikasi kosa-kata terkait dengan Action verb	<i>Key vocabulary:</i> <i>Peralatan batik jumputan</i>	Pembukaan: 1. <i>Warming up</i> 2. <i>Welcoming the students</i>	Sumber Belajar: 3. <i>Follow me Song</i> 4. <i>Human Snake</i>	1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai

		tindakan secara berterima yang melibatkan tindak tutur: memberi perintah		2. Melafalkan kosa-kata dan ungkapan terkait dengan Action verb dengan akurat dan lancar. 3. Menyebutkan makna kosa-kata terkait dengan Action verb 4. Menggunakan ungkapan-ungkapan terkait dengan tema Action verb dengan tepat.	<i>Key expressions:</i> <i>Sit down please.</i>	3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu Inti: 1. Memutar video follow me song 2. Meminta siswa menirukan dan mengingat-ingat action verb yg terkandung dalam Follow Me song 3. Mengulang-ulang action 4. Membagi siswa menjadi 2 grup dan bermain Human Snake and Ladder Game Penutup: 1. menyampaikan ringkasan materi memberikan pesan/pengayaan 2. memberikan pesan/pengayaan 3. memberi pesan apa yang harus dibawa besok.	<i>and Ladder Game</i> Media: kartu bergambar	perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun
5.	Jumat/ 4 Juli 2014 Batik Worksho p							
6.	Senin/ 7							

	Juli 2014 Dance Workshop							
7.	Selasa/ 8 Juli 2014 Class activity	<p>5.2 Merespon instruksi sangat sederhana secara verbal</p> <p>6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengundang dan menerima serta menolak undangan</p>	Events and clothes	<p>1. Mengidentifikasi kosa-kata terkait dengan tema “Events and clothes”</p> <p>2. Melafalkan kosa-kata dan ungkapan terkait dengan tema “Events and clothes” dengan akurat dan lancar.</p> <p>3. Menyebutkan makna kosa-kata terkait dengan tema “Events and clothes” Menggunakan ungkapan-ungkapan terkait dengan tema “Events and clothes” dengan tepat.</p>	<p><i>Key vocabulary:</i> 10th July, 1st August, dress, skirt, short.</p> <p><i>Key expressions:</i> Would you like to go to my birthday party? Sure. What time? Sounds good, but I can't.</p>	<p>Pembukaan:</p> <ol style="list-style-type: none"> 1. Warming up 2. Welcoming the students 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu. <p>Inti:</p> <ol style="list-style-type: none"> 1. Menanyakan nama-nama bulan dalam setahun. 2. Menanyakan bulan siswa dilahirkan. 3. Meminta siswa untuk bermain survey game (tanggal dan bulan lahir) 4. Siswa mempresentasikan hasil. 5. Guru menanyakan tanggal dan bulan hari-hari nasional (Hardiknas, HUT RI) 6. Guru bertanya pakaian yang cocok untuk menghadiri acara-acara tersebut. 7. Mengajak siswa bermain Dress up game. 8. Siswa 	<p>Sumber Belajar:</p> <ol style="list-style-type: none"> 1. Survey game 2. Dress up game <p>Media: puppet,</p>	<ol style="list-style-type: none"> 1. Ramah 2. Bersahabat 3. Ceria 4. Menghargai perbedaan 5. Mencintai sesame 6. Berani 7. Rasa hormat dan perhatian 8. Tekun

						<p>mempresentasikan hasil dress up game.</p> <p>9. Lalu, guru memberi situasi “bagaimana jika kalian ingin mengundang teman? Bagaimana menjawabnya?</p> <p>10. Memberi contoh dialog.</p> <p>11. Siswa melakukan role-play.</p> <p>Penutup:</p> <p>1. menyampaikan ringkasan materi</p> <p>2. memberikan pesan/pengayaan</p>		
8.	Rabu/ 9 Juli 2014 President election							
9.	Kamis/ 10 Juli 2014 Rehearsal		Making invitation					
10.	Jumat/ 13 Juli 2012 Closing							

LEARNING MATERIALS FOR EL3 & EL4 **SYLLABUS**

Meeting	Topic	INDICATOR	INPUT	LANGUAGE	ACTIVITY	SOURCES
1 (March 2 nd , 2015)	Opening Ceremony	<ul style="list-style-type: none"> - Students are able to introduce themselves using appropriate English. - Students are able to introduce themselves in front of the class using appropriate English. - Students are able to ask people about general information using appropriate English. 	<p>Song: Hello Song</p> <p>Game: Throwing The Ball</p> <p>Media: A Ball</p> <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - PC/Notebook - Speaker - LCD 	<p>Language functions:</p> <ul style="list-style-type: none"> - Hello everyone - Hi! - My name is ... - I am a student of SD ... - Nice to meet you. - Good bye - Bye-bye - See you later - 	<ul style="list-style-type: none"> - Teacher and students sing “Hello” song. - Teacher asks the students to mention some expressions in the song. - Teacher introduces herself to the students. - Teacher asks the students to introduce themselves in front of the class using English. - While one student introducing him/herself, the rest of the students pay attention and asking some questions. - The students take turn to introduce themselves. 	

					- Teacher and students made some rules during the lesson.	
2 (March 4 th , 2015)	Greeting, Introduction, Parting	<ul style="list-style-type: none"> - Students are able to greet people using appropriate English. - Students are able to introduce themselves using appropriate English. - Students are able to do leave-taking using appropriate English. - Students are able to ask people about general information using appropriate English 	<p>Song:</p> <ul style="list-style-type: none"> - Good Morning Song - Goodbye, School Song for Kids - Hello song <p>Game: Throwing The Ball</p> <p>Media:</p> <ol style="list-style-type: none"> 1. Audio/video on greeting, introduction, and parting 2. A Ball <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - Paper - Big paper for poster - Colored markers - PC/Notebook - Speaker - LCD 	<p>Vocab:</p> <p>Good morning Good afternoon Good evening Good night Hello everyone Hi My name is ... I am a student of SD ... Nice to meet you. Good bye Bye-bye See you later</p>	<ul style="list-style-type: none"> - Teacher and students sing “Good Morning” or “Hello” song. - Teacher asks the students to mention some expressions in the song. - Teacher introduces herself again and by using a ball asks the students about their name one by one. - Play the throwing ball game. Ask the student to say the name of the person who threw the ball to them. - Draw a stick man on the board and write your name under it. - Then write some informations about age, hometown, hobby, color, siblings, movie, food - Give your students paper to draw a stick 	

					<p>man. Pair them to practice the Ask Me activity.</p> <ul style="list-style-type: none"> - Survey the things in the classroom. - Create a Classroom Rules poster containing what We Can, We Can't, We Must, and We Musn't do in the class. Give a big paper to let them write or draw the rules. Stick the poster on the wall. 	
3 (March 6 th , 2015)	Greeting, introduction, parting	<ul style="list-style-type: none"> - Students are able to greet people using appropriate English. - Students are able to introduce themselves using appropriate English. - Students are able to do leave-taking using appropriate 	<p>Song:</p> <ul style="list-style-type: none"> - How Are You Song - Goodbye Song - I Like English Song <p>Media:</p> <ol style="list-style-type: none"> 1. Audio/video on greeting, introduction, and parting 2. A Ball <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - Paper 	<p>This is my friend. His/her name is _____. She is ____ years old. She lives in/on.</p>	<ul style="list-style-type: none"> - Teacher and students sing "I like English" song as the warming up. - Teacher asks the students to mention some vocabularies in the song. - Throw the ball to one of the students, then ask him/her to tell about the photo they brought. - If most students do not bring the photos, there are some pieces of paper 	

		<p>English.</p> <ul style="list-style-type: none"> - Students are able to ask people about general information using appropriate English. 	<ul style="list-style-type: none"> - Colored markers - PC/Notebook - Speaker - LCD 		<p>under the chair.</p> <p>There is a situation there. Ask students to do what is on the paper.</p> <ul style="list-style-type: none"> - Give your students a worksheet and ask them to do the task - Ice breaking (sing "If you're happy") - Discuss the answer of the worksheet together 	
4 (March 9 th , 2015)	Family	<ul style="list-style-type: none"> - Students are able to mention the members of a family using English. - Students are able to make a family tree. - Students are able to ask people about general information of their family using appropriate English 	<p>Song: The Finger Family</p> <p>Story: Goldilock and The Three Bears</p> <p>Media:</p> <ol style="list-style-type: none"> 1. Audio/video on family 2. Family Tree 3. Family worksheet 4. Pictures of family 5. Goldilock and the three bears masks <p>Tools/properties</p>	<p>Vocab:</p> <p>This is my family.</p> <p>Mother, father, sister, brother, aunty, uncle, grandma, grandpa, cousin, niece, nephew.</p> <p>Language Function:</p> <p>I have a mother, a father, 2 brothers, and 2 sisters.</p> <p>This is my mother. Her name is Angela.</p>	<ul style="list-style-type: none"> - Teacher and students sing "The Finger Family" - Teacher asks the students to mention some vocabularies in the song. - Teacher distributes the Family worksheet to students. - Assisted by the teacher, students do the task on the worksheet. - Together, check students' answer. - Next, listen to the Goldilock and The Three Bear story 	<ul style="list-style-type: none"> - http://learnenglishkids.britishcouncil.org/en/your-turn/family

			needed: - PC/Notebook -Speaker -LCD -Paper and writing utensils	She is a teacher.	- Teacher give the masks to students and guide them to role play the characters in the story. - Try to perform the story.	
5 (March 11 th , 2015)	Days and months	- Students are able to write and mention names of the days in a week and months in a year using English - Students are able to tell and write their activities for a week using English	Song: - 7 Days of the week - 12 Months of the year - When I grow up Media: 1.Audio/video on days and months 2.Calendar 3.Flashcards Tools/properties needed: - Papers - Scissors - Glue, blue-tak - Colored markers -PC/Notebook -Speaker -LCD	Vocab: Sunday Monday Tuesday Wednesday Thursday Friday Saturday; January to December; Language Function: What month is it? What day is today / two days ago? Etc.	- Teacher and students sing “7 Days of the Week” and “12 Months of the Year” song as the warming up. - Teacher asks the students to mention names of the days and months in the song. - Teacher ask students to make a draft of their activities in a week - The draft/works are sticked on the wall - Teacher ask students to come forward to present their works - Teacher explains how to say their date of birth correctly. - Teacher asks students one by one	- http://learnenglishkids.britishcouncil.org/en/short-stories/twins-week - Youtube.com - http://www.eslkidstuff.com/lesson-plans/pdf/days-of-the-week-lesson-plan.pdf - http://www.eslkidstuff.com/lesson-plans/pdf/months-lesson-plan.pdf

					about their birthday.	
6 (March 13 th , 2015)	Food and Beverage	<ul style="list-style-type: none"> - Students are able to mention the name of some foods and beverages correctly using appropriate English. - Students are able to mention about their favorite foods and beverages 	<p>Story: The Hungry Dragon</p> <p>Media: 1.Audio/video on food and beverage 2. Video and worksheet of The Hungry Dragon</p> <p>Tools/properties needed: -PC/Notebook -Speaker -LCD</p>	<p>Vocab:</p> <ul style="list-style-type: none"> - Rice - Fruits (mango, guava, durian, apple, melon, pineapple, etc.) - Milk - Tea - Coffee - Juice, etc. <p>Language Function: What is your favorite food/drink? My favorite food is meatball and my favorite drink is avocado juice.</p>	<ul style="list-style-type: none"> - Teacher and students sing “If you’re happy” song as the warming up. - Teacher asks the students about what they eat this morning. - Students listen to The Hungry Dragon story video. - After the first play, teacher distributes the worksheet to students. - Teacher explains the tasks on the worksheet. - Play again the video several times until students can finish the task. - Discuss the answer together. - Teacher ask students to write down all the name of foods and beverages they know on the board. - Teacher tells students about her favorite food and 	

					beverage. - In turn, ask all of the students to come to the front and tell the others about their favorite food and beverage.	
7 (March 16 th , 2015)	Parts of the body	- Students are able to write and mention names of part of the body in English. - Students are able to pointing out the real part of the body in English.	Song: - Head and Shoulders - Hocky Pocky - When I Grow Up Games: Label The Body Media: 1.Audio/video on parts of the body 2.Paper Puppet 3.Label card Tools/properties needed: -PC/Notebook -Speaker -LCD -Paper pupet -Glue -Scotch tape	Vocab: Head, shoulders, knees, toes, legs, foot, hand, arm, finger, armpit, neck, chest, stomach, nose, mouth, lips, tongue, eyes, eyebrows, eyelids, ears, etc. Language Function: I can walk using my feet. I can see using my eyes. This is Mr. Jaka. He feels pain in his knees/hand/finger.	- Teacher and students sing “Head Shoulders” song as the warming up. - Teacher asks the students to mention names of the days in the song. - Teacher asks students to make a circle. - Teacher gives the instruction of the game, and students follow the introduction - The student who is lost should be the object of the next game - The next game is “Label the body” - A student become	- Practical English Language Teaching: Young Learners by Caroline T. Linse - http://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood - Youtube.com

					<p>the object in the center and the others labeling the body with the correct vocabulary</p> <p>- Teacher corrects the label by asking the student “what is it?”</p>	
8 (March 18 th , 2015)	GRAND TOUR	<p>- Students are able to reflect on what they have learnt so far (greeting, introduction, parting, days and months, family, hobbies, job, parts of the body)</p>				
9 (March 20 th , 2015)	Clothes	<p>- Students are able to mention the name of clothes they put on in daily life.</p> <p>- Students are able to identify when to use</p>	<p>Song: The Mulberry Bush</p> <p>Story: My Favourite Clothes</p> <p>Games: Clothes Racing, Missing Card</p> <p>Media: Real</p>	<p>Vocab: Skirt, trousers, T-shirt, blouse, dress, gown, tuxedo, hat, gloves, socks, etc.</p> <p>Language Function: He/She is</p>	<p>Listening: Play the “Clothes Racing” games, Read the “My Favourite Clothes” story</p> <p>Speaking: Do the “Clothes Catalogue” activity</p> <p>Reading: Play the</p>	<p>- Practical English Language Teaching: Young Learners by Caroline T. Linse</p> <p>- http://www.eslkidsstuff.com/lesson-plans/pdf/clothes</p>

		some particular clothes.	clothes, Magazine, Flashcard, Video, Media: 1.Audio/video on Clothes 2.Real clothes 3. Magazine Tools/properties needed: -PC/Notebook -Speaker -LCD -Real clothes -Magazine, paper, glue, scissor	wearing a hat. What do you wear on your head? Hat What is Toby wearing on summer?	“Missing Card” game Writing: Do the “Clothes Catalogue” activity	s-lesson-plan.pdf - http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-my-favourite-clothes-transcript.pdf - Youtube.com
10 (March 23 rd , 2015)	Job	- Students are able to identify some jobs that they can usually find in their daily life. - Students are able to describe the duty of a particular job.	Song: Story: Game: Who Am I, Missing Flashcard, Paper-Rock-Scissor Flashcard Media: 1.Audio/video on jobs Tools/properties needed: -PC/Notebook -Speaker	Vocab: Teachers, police officers, fire fighters, painters, farmer, baker, scientists, actor/actress, etc. Language Function: Mr. Gana is a Doctor. He helps sick people. Doctor, nurse, farmer, teacher,	Listening: Play Who Am I game Speaking: Play Paper-Rock-Scissor Flashcard game Reading: Play Missing Flashcard game Writing: Do worksheet	- http://www.eslkidsstuff.com/lesson-plans/pdf/jobs-lesson-plan.pdf

				etc.		
11 (March 25 th , 2015)	Emotion and feeling	<ul style="list-style-type: none"> - Students are able to identify some feelings and emotion. - Students are able to express some feelings and emotion using appropriate English. - Students are able to understand some feelings and emotion of people around. 	<p>Song: If you're happy</p> <p>Game: What is this?</p> <p>Tools/properties needed:</p> <ul style="list-style-type: none"> - Paper - Big paper for poster - Colored markers - PC/Notebook - Speaker - LCD 	<p>Vocab:</p> <ul style="list-style-type: none"> - Happy - Sad - Hungry - Tired - Angry - Sick - Grateful - Surprised - Scary - Disgusted - Etc. <p>Language Function:</p> <p>How do you feel?</p> <p>I am happy.</p> <p>When I am happy I usually jump, etc. (express)</p>	<ul style="list-style-type: none"> - Teacher and students sing "If You're Happy" song as the warming up. - Teacher asks the students to mention some feelings in the song. - Teacher gives students 4 blank circle papers and sticks. - Teacher asks students to draw four feelings based on the song using their own imagination (happy, angry, sleepy, scary, etc.) - One student shows one of the teacher and the rests guess what expression is it - Take turn for all students 	
12	Assessment	- Students are	Song: -	Vocab:	Listening:	

(March 27 th , 2015)		<p>able to mention and identify feelings and emotion that they usually experience in daily life.</p> <p>- Students are able to express feelings/emotions they experience using appropriate English in a proper way of saying.</p>	<p>Game: -</p> <p>Media:-</p> <p>Tools: -Worksheets</p> <p>-Writing utensils</p>	<p>- Clothes vocabularies</p> <p>- Days vocabularies</p> <p>- Daily activities vocabularies</p> <p>- Introducing themselves</p> <p>- Food and drinks vocabularies</p> <p>Language Function:</p>	<p>- teacher recalls the materials learned</p> <p>Speaking: -students answer the guessing quiz given by teacher</p> <p>Reading: -students answer some worksheets</p> <p>Writing: -students answer some worksheets</p>	
13 (March 30 th , 2015)	PICNIC	<p>- Review [students are able to reflect on what they have learnt so far (clothes, job, emotions and feelings)]</p>	<p>Song: Baker class song</p> <p>Game: -</p> <p>Media: -</p>	<p>Vocabularies: -animals vocabulary</p> <p>-food and drinks vocabulary</p>	<p>Listening: -one students describe about the food and the other describe what is that</p> <p>Speaking: -teacher and students sing the Baker class song and the Old McDonald song</p> <p>-each student describe the meals, snack and drink they</p>	

					<p>brought</p> <p>-In a big group, students are asked to introduce themselves to the others</p> <p>Reading:-</p> <p>Writing:-</p>	
14 (April 1 st , 2015)	Animals	<p>- Students are able to mention the names of animals</p> <p>- Students are able to differentiate the noise of animals</p> <p>- Students are able to describe animals using appropriate English</p>	<p>Song:</p> <ul style="list-style-type: none"> • Old Mc Donald • Going To The Zoo <p>Story: The Animal Shelter</p> <p>Media:</p> <ul style="list-style-type: none"> - Animals flashcards - Audio/video - PC/Notebook - Speaker - LCD 	<p>Vocab:</p> <p>Lion, elephant, tiger, ant, pig, dog, cat, cow, buffalo, chicken, duck, bird, etc.</p> <p>Language Function:</p> <ul style="list-style-type: none"> - This is a bird. It has four legs and two wings. Its food is insects. - What animal is that? It is a duck. - What noise does it make? Cat's noise is quack quack. - Do you have any pet? Yes I do, I have a 	<p>- Teacher and students sing "Old McDonald" song as the warming up.</p> <p>- Teacher asks the students to mention names and noises of the animals in the song.</p> <p>- Make a three columns tables of Farm animals, Pets, Wild/Zoo animals on the board</p> <p>- Ask students to write down animals' names as many as they know</p> <p>- Play the Animals in Action games by showing a flashcard to one student and</p>	<p>http://learnenglishkids.britishcouncil.org/en/short-stories/the-animal-shelter</p>

				cat/No I don't. - Let's go to the zoo.	act out the animal. Other students are asked to guess the animals. - Play the Animals Match-Up with the flashcards - Play the Going To Zoo game - Listen to The Animal Shelter story and do the worksheet	
15 (April 6 th , 2015)	Transportation	- Students are able to mention some public transportation using appropriate English - Students are able to differentiate transportation based on Land, Water, and Air	Song: • The Wheels on The Bus • Transportation song Media: - Transportation flashcards - Audio/video - PC/Notebook - Speaker - LCD	Vocab: Bus, Taxi, Pedicab, Plane, Train, Ship, Station, Airport, etc Language Function: - This is a bus. I can get bus in the bus station. - How did you get to school today? - I got to	- Teacher and students sing Wheels on the bus. - Teachers start to act out the action words in the song and ask students to follow. - Students are asked to do treasure hunt. Before class, teachers should have already hide vocabulary cards of transportation around the class. - Give a limited time.	

				<p>school by bus/on foot.</p> <ul style="list-style-type: none"> - This is a bus. I can get in the bus in the bus station. - Where can I get on a train? 	<p>It can be 3-5 minutes. Ask them to find as many cards as they can found.</p> <ul style="list-style-type: none"> - Give credits or stars to the student who can find the most number of cards. - Draw three columns on the board and name them Land, Air, and Water. - Students need to stick the cards into the right column. - Pronounce the words together. - Give students a sheet of paper and ask them to draw lines to divide the paper into 6 columns. - Ask students to draw one means of transportation. Walk around the class and give compliments to 	
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					<p>their drawing.</p> <ul style="list-style-type: none"> - Pick the best creative drawing and give credits or stars. - Next is crossword game. Distribute the crossword worksheet and let students finish it by themselves. Help them if there is any question. - Check the answers together. - Sit in one row as if you are sitting in a bus. - Play the wheels on the bus song and re-enact the song together. The front students should be the driver. 	
16 (April 8 th , 2015)	BBQ	<ul style="list-style-type: none"> - Students are able to introduce themselves - Students are 	<p>Tools/Properties:</p> <ul style="list-style-type: none"> - Barbeque utensils - Eating utensils 	<p>Language function:</p> <ul style="list-style-type: none"> - What is your name? My name is Rafi. 	<ul style="list-style-type: none"> - Teachers and students sing various songs on their way to the park for the barbeque. 	

		<p>able to mention their favorite food and beverages</p> <p>- Students are able to mention their dreams</p> <p>- Students are able to cooperate with friends to do the barbeque</p>		<p>- What is your favorite food? My favorite food is fried chicken.</p> <p>- What is your favorite beverage? My favorite beverage is ice cream.</p> <p>- What is your dream? I want to be a doctor.</p> <p>- What can I help you? Can you help me to cut the Lontong?</p> <p>- Let me help you. I will help you to wash the plate.</p>	<p>- On the first post, students are asked to introduce their selves. After that they got the Satay sauce.</p> <p>- On the second post, students are asked about their favorite food and beverages. After that, they got the fan.</p> <p>- On the third post, students are asked about their dream. After that they got the Lontong.</p> <p>- Teachers and students prepare the Lontong and do the barbeque together.</p> <p>- Teachers and students eat together.</p> <p>- Teachers assist students to wash their own dishes and clean the park.</p>	
17	Transportatio	- Students are	Song:	Vocab:	- Teacher and	

(April 10 th , 2015)	n	<p>able to identify the name of some transportation.</p> <p>- Students are able to mention and explain the characteristics of some transportation using appropriate English.</p> <p>- Students are able to draw some kinds of transportation</p>	<ul style="list-style-type: none"> • The Wheels on The Bus <p>Games : Continuing the Draft</p> <p>Media:</p> <ul style="list-style-type: none"> • Transportation flashcards • Audio/video • PC/Notebook • Speaker • LCD 	<ul style="list-style-type: none"> - Car - Bus - Train/subway - Airplane - Firetruck - Motorcycle - Bicycle - Helicopter - Rocket - Police car - Hot air balloon <p>Language Function: This is a bus. I can get bus in the bus station.</p>	<p>students sing “The Wheels on the Bus” song as the warming up.</p> <p>- Teacher asks the students to mention some parts of the bus based on the song.</p> <p>- Teacher gives students 4 blank papers and pencils.</p> <p>- Teacher asks students to draw one kind of shapes (line, circle, square, rectangle, triangle, etc.)</p> <p>- Teacher asks the students to move the paper to the students on the right side.</p> <p>- Each student will get a paper with one kind of shapes on it as a draft of transportation picture. Then ask the students to</p>	
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					<p>continue the draft to be a picture of a kind of transportation, such as car, bus, helicopter, etc.</p> <p>- Do it continually for three to four times.</p>	
18 (April 13 th , 2015)	Public places	<p>- Students are able to identify some public places they can find in daily life using appropriate English</p> <p>- Students are able to identify the functions of some public places using appropriate English</p> <p>- Students are able to describe</p>	<p>Song: • English Time Song In The City</p> <p>Story: • Spy Cat</p> <p>Media: - Public Places vocabulary cards - Public Places flashcards - Audio/video - PC/Notebook - Speaker - LCD</p>	<p>Vocab: Restaurant, School, Station, Harbor, Hospital, Mosque, Church, Vihara, etc</p> <p>Language Function: - Where can you buy food or drinks? We can go to restaurant. - Where are you going? I am going to school. - Over here. Over there.</p>	<p>- Teacher and students sing In The City.</p> <p>- Teachers ask students about their favorite places in their town.</p> <p>- Students are asked to do treasure hunt. Before class, teachers should have already hide vocabulary cards of public places around the class.</p> <p>- Give a limited time. It can be 3-5 minutes. Ask them to find as many cards as they can found.</p>	

		some public places they ever visited			<ul style="list-style-type: none"> - Give credits or stars to the student who can find the most number of cards. - Pronounce the words together. - Distribute the Let's Visit worksheet. - Guide students to put the places into the Ever visited and Never visited columns. - On the Ever visited column, ask students to pick their most favorite place. - On the Never visited column, ask students to pick their most wanted place to visit. - Give students a sheet of paper and ask them to describe their most favorite place and why they want to visit their 	
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					<p>wanted place.</p> <ul style="list-style-type: none"> - Ask them to present their description. - Listen to the Spy Cat story and fill in the worksheet. - Play the Flashcard Slam and the Missing Flashcard games. 	
19 (April 15 th , 2015)	Review		<p>Song: -</p> <p>Game: -</p> <p>Media:</p>			
20 (April 17 th , 2015)	FIELD TRIP		<p>Song: -</p> <p>Game: outdoor games</p> <p>Media:</p>			
21 (April 20 th , 2015)	PREPARATION FOR CLOSING	-students are able to perform what have they learnt in the class	<p>Song: Suprman by Five for fighting</p> <p>Poetry: Friends</p> <p>Drama: Little red riding hood</p>		-teacher and student discuss about what kind of activities would be performed in closing and graduation	
22 (April 22 nd , 2015)	PREPARATION FOR CLOSING	-students are able to perform what have they learnt in the class	<p>Song: Suprman by Five for fighting</p> <p>Poetry: Friends</p> <p>Drama: Little red</p>		-theacher and students are divided into 4 groups: MC-ing, reading poetry, drama and singing	

			riding hood		-each group prepare their performance guided by the teacher	
23 (April 24 th , 2015)	PREPARATI ON FOR CLOSING	-students are able to perform what have they learnt in the class	Song: Suprman by Five for fighting Poetry: Friends Drama: Little red riding hood		-each group prepare their performance guided by the teacher	
24 (April 26 th 2015)	CLOSING CEREMONY	-students are able to perform what have they learnt in the class	Song: Suprman by Five for fighting Poetry: Friends Drama: Little red riding hood		-each group prepare their performance guided by the teacher	

SILABUS EFH 2015

Day	Theme	Kindie and L1	L2	L3	L4	L5& L6
1	Personal information	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	
		Asking s.o. About st (what is your name? What is his name?)	asking s.o. ab smth	introducing someone	introducing someone	
				responding an introduction	responding to an introduction	
2	Animals/ fruit/ vegetables	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes	
	Hobbies	Hobbies (can be related to space adventure)	Hobbies (can be related to space adventure)	Hobbies (can be related to space adventure)	Hobbies (can be related to space adventure)	
3	Universe (shape, colour)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	
		Describing something (things in the universe)	Describing something (things in the universe)	Describing something (things in the universe)	Describing something (things in the universe)	
4		EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	
		Drilling the shape & colour	Drilling the shape & colour	Drilling the shape & colour	Drilling the shape & colour	
5	Adjective words to show opinion (good, great, marvelous, bad, terrible etc.)	Asking for & Giving opinion	Asking for & Giving opinion	Asking for & Giving opinion	Asking for & Giving opinion	
6	Action verbs	Giving command (related to the experiments)	Giving command (related to the experiments)	Giving command (related to the experiments)	Giving command (related to the experiments)	
7		EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	
		Drilling the action verbs	Drilling the action verbs	Drilling the action verbs	Drilling the action verbs	

8	Feeling	Expressing feeling related to mbatik	Giviing Command	Giviing Command	Giviing Command	
		Giving command (action verbs in dancing) simple ones	Drilling action verbs related to mbatik	Drilling action verbs related to mbatik	Drilling action verbs related to mbatik	
9	Kinds of Events Clothes	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it	
		Kinds of events	Kinds of events & clothes	Kinds of events & clothes	Kinds of events & clothes	

SILABUS EFH 2015 (revised)

Day	Theme	Kindie and L1	L2	L3	L4	L5& L6
1	Personal information	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)	Greeting & Self introduction (I am.../my name is....)
		Asking s.o. About st (what is your name? What is his name?)	asking s.o. ab smth	introducing someone	introducing someone	introducing someone
				responding an introduction	responding to an introduction	responding to an introduction
2	Animals/ fruit/ vegetables	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes	Expressing Likes & Dislikes
	Public Places	Describing public places (simple one) (Ex: language: It is a mosque, Act: coloring a map)	Describing public places (simple one) (Ex: language: It is a mosque, Act: coloring a map, cutting, gluing)	Describing Public places (more complex than lower level)	Describing Public places (more complex than lower level)	Describing Public places (more complex like being a reporter): How to Interviewing: How to
3	Campus Grand Tour (interview)	Drilling public places	Drilling public places	Drilling public places	Drilling public places	Reporting from the public places & Interviewing the people: Practice
4	Universe (shape, colour)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving information (colour, shape)	Asking & Giving Information (universe)

Commented [QM1]: EFH ACTIVITY 08.00-11.00 (JUMAT 08.00-10.30)

		Describing things (related to the things used in the experiments)	Describing things (related to the things used in the experiments)	Describing things (related to the things used in the experiments)	Describing things (related to the things used in the experiments)	Describing things (related to the things used in the experiments)
5		EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	EXPERIMENTS
		Drilling the things & procedure in the experiment	Drilling the things & procedure in the experiment	Drilling the things & procedure in the experiment	Drilling the things & procedure in the experiment	Drilling the things & procedure in the experiment (reporting)
6	Action verbs	Giving Instruction (things and Procedure for the experiment)	Giving Instruction (things and Procedure for the experiment)	Telling experience (past events)	Telling experience (past events)	Telling experience (past events)
				Giving Instruction (things and Procedure for the experiment)	Giving Instruction (things and Procedure for the experiment)	Giving Instruction (things and Procedure for the experiment)
7		EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	EXPERIMENTS	EXPERIMENTS
		Drilling the action verbs	Drilling the action verbs	Drilling the action verbs	Drilling the action verbs	Drilling the action verbs
8	Feeling (Adjective words)	Expressing feeling related to the experiment	Expressing feeling related to the experiment	Expressing feeling related to the experiment	Expressing feeling related to the experiment	Expressing feeling related to the experiment
		Asking for & Giving Opinion	Asking for & Giving Opinion	Asking for & Giving Opinion	Asking for & Giving Opinion	Asking for & Giving Opinion
9	Kinds of Events Clothes	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it	Inviting & responding to it
		Kinds of events	Kinds of events & clothes	Kinds of events & clothes	Kinds of events & clothes	Kinds of events & clothes

First Draft Course Grid

No	Theme	Competency	Indicators	Materials and Language Functions
1	Greeting and Introduction	Mengungkapkan/merespon informasi yang sangat sederhana secara berterima dan melibatkan tindak tutur: mengenalkan diri, mengenalkan orang lain.	<ol style="list-style-type: none"> 1. Children can identify the expressions about greetings and introduction. 2. Children can identify the pronunciations of greetings and introductions expressions. 3. Children can identify the meaning of greetings and introductions expressions. 4. Children can identify the use of greetings and introductions expressions correctly 	<ul style="list-style-type: none"> • Hello/Hi • Good morning, afternoon, evening, night. • Fine, thank you • Very well, thanks. • Bye-bye, see you. • Nice to meet you. • Nice to meet you too. • How do you do? • See you again. • How are you? • How's life? • Are you alright?
				<ul style="list-style-type: none"> • Let me introduce my self, My name is.... • I am.... • I live in.... • Whats your name? • Are you Tomi? • How old are you? • Nice too meet you. • Could you spell your name, please.

First Draft Course Grid

2	Family and Jobs		<ol style="list-style-type: none"> 1. Children can identify the vocabularies about family and jobs. 2. Children can identify the pronunciations of vocabularies and expressions about family and jobs. 3. Children can identify the meaning of vocabularies about family and jobs. 4. Children can identify the use of expressions about family and jobs correctly. 	<p>Key vocabularies: Family: father, mother, brother, sister, uncle, aunt, grandmother, grandfather, cousin.</p> <p>Jobs: student, teacher, police, doctor, nurse, farmer, soldier, mechanic, driver, seller, barber, musician, painter, actor, etc.</p> <p>Key expressions:</p> <ul style="list-style-type: none"> • My name is.... • I am a student • This is my father/mother/grandmother/.... • Her/his name is • Is this your father/mother/sister/brother...? • Yes, it is my ... • No, it is not. it is my • What is your father/mother/sister/brother...? • She/he is a/an
3	Part of body	Menyebutkan bagian tubuh menggunakan bahasa inggris dengan benar.	<ol style="list-style-type: none"> 1. Children can identify the vocabularies about part of the body. 2. Children can identify the pronunciations of vocabularies and 	<p>Key Vocabularies: head, eyes, ears, nose, lips, eye brow, shoulder, hand, fingers, arm, legs, knees, etc.</p> <p>Key expression:</p> <ul style="list-style-type: none"> • This is my eyes/fingers/hair/lips/.... • I have two ears • I have one nose

First Draft Course Grid

			<p>expressions about part of the body.</p> <p>3. Children can identify the meaning of vocabularies about part of the body.</p> <p>4. Children can identify the use of expressions about part of the body.</p>	<ul style="list-style-type: none"> • I can see with my eyes • I can't eat with my legs
4	Things in the classroom	<ul style="list-style-type: none"> • Menyebutkan macam-macam benda di dalam kelas. • Memberi perintah sederhana di dalam kelas. • Meminta/memberi ijin 	<p>1. Children can identify the vocabularies about things in the class.</p> <p>2. Children can identify the pronunciations of vocabularies and expressions about things in the class.</p> <p>3. Children can identify the meaning of vocabularies about things in the class.</p> <p>4. Children can identify the use of expressions about things in the class.</p>	<p>Key vocabularies: whiteboard, table, chair, bag, book, ruler, board marker, pen, pencil, eraser, globe, picture, clock, cupboard, maps, LCD, etc.</p> <p>Key expressions:</p> <ul style="list-style-type: none"> • This is a white board. • That is a globe. • This is my pen. • That is your pencil. • Could you clean the white board please? • May I borrow your pen, Nina? • Yes please. • Sorry, I use it.

First Draft Course Grid

5	Kinds of animals	<ul style="list-style-type: none"> Menyebutkan macam-macam hewan dalam bahasa inggris dengan benar. Menyebutkan ciri-ciri hewan dan mendeskripsikan hewan dengan sangat sederhana. Mengelompokkan jenis hewan. 	<ol style="list-style-type: none"> Children can identify the vocabularies about animals. Children can identify the pronunciations of vocabularies and expressions about animals. Children can identify the meaning of vocabularies about animals. Children can identify the use of expressions about animals. 	<p>Key vocabularies: wild, tame, neck, tail, trunk, small, big, tiny, long, tall, short, fur, skin</p> <p>Farm animals: chicken, pig, cow, horse, duck, sheep, etc.</p> <p>Zoo animals: elephant, giraffe, zebra, snake, lion, c.</p> <p>Key expressions:</p> <ul style="list-style-type: none"> This is a/an.... Where does it lives? It lives in What does it eats? It eats.... It is wild/tame/farm/zoo animal. The body is big.
6	Fruits and Vegetables	<ul style="list-style-type: none"> Menyebutkan macam-macam buah, sayur, makanan, dan minuman dalam bahasa inggris dengan benar Menyatakan suka/tidak suka 	<ol style="list-style-type: none"> Children can identify the vocabularies about fruits and vegetables. Children can identify the pronunciations of vocabularies and expressions about fruits and vegetables. 	<p>Key vocabularies:</p> <p>Fruits: mango, watermelon, strawberry, apple, orange, grape, banana, guava, dragon fruit, etc.</p> <p>Vegetables: tomato, chili, potato, onion, spinach, cucumber, eggplant, mushroom, corn, garlic, etc.</p> <p>Key expressions:</p> <ul style="list-style-type: none"> I like... I don't like...

First Draft Course Grid

		<ul style="list-style-type: none"> Menanyakan jumlah 	<ol style="list-style-type: none"> Children can identify the meaning of vocabularies about fruits and vegetables. Children can identify the use of expressions about fruits and vegetables. 	<ul style="list-style-type: none"> Do you like ...? Yes, I do No, I don't What is your favorite fruit/vegetable? My favorite fruit/vegetable is... I like ... better than ... I don't like ... The banana is sweet. I like it. The orange is sour. I don't like it. How many apples in the basket? There are ... apples in the basket
7	Food and beverage		<ol style="list-style-type: none"> Children can identify the vocabularies about food and beverage. Children can identify the pronunciations of vocabularies and expressions about food and beverage. Children can identify the meaning of vocabularies about food and beverage. Children can identify the use of 	<p>Key vocabularies: Food: fried rice, soup, meatballs, noodles, doughnuts, cake, bread, candy, lollipop, pudding, biscuits, ice cream etc.</p> <p>Beverage: juice, milk, coffee, lemon tea, tea, soda, etc.</p> <p>Key expressions:</p> <ul style="list-style-type: none"> I like... I don't like... Do you like ...? Yes, I do No, I don't What is your favorite food/beverage?

First Draft Course Grid

			expressions about food and beverage.	<ul style="list-style-type: none"> • My favorite food/beverage is... • I like ... better than ... • I don't like ... • The cake is sweet. I like it. • The coffee is bitter. I don't like it.
8	Things in home	<ul style="list-style-type: none"> • Menyebutkan macam-macam ruangan di rumah • Menyebutkan bagian-bagian rumah • Menyebutkan nama benda yang ada di rumah • Mendeskripsikan ruangan/rumah dengan sangat sederhana 	<ol style="list-style-type: none"> 1. Children can identify the vocabularies about things in home. 2. Children can identify the pronunciations of vocabularies and expressions about things in home. 3. Children can identify the meaning of vocabularies about things in home. 4. Children can identify the use of expressions about things in home. 	<p>Key vocabularies: living room, dining room, garage, garden, bath room, bed room, kitchen, blanket, car, pillow, plate, frying pan, fence, windows, stairs, door, lamp, etc.</p> <p>Key expressions:</p> <ul style="list-style-type: none"> • This is a ... • Where is a frying pan? • The frying pan is in the kitchen. • It is my house. It has one kitchen, one garage, one garden, two bedroom, one dining room. I like playing dolls in the garden.
9	Transportations	<ul style="list-style-type: none"> • Meminta/memberi informasi yang melibatkan tindak tutur; menyakan transportasi 	<ol style="list-style-type: none"> 1. Children can identify the vocabularies about transportation. 2. Children can identify the pronunciations of vocabularies and expressions about transportation. 	<p>Key vocabularies: land transportation, water transportation, air transportation, bike, motorcycle, car, taxi, pedicab, plane, train, ship, carriage, bus, truck, etc.</p> <p>Key expressions: I go to school by bike</p>

First Draft Course Grid

		<ul style="list-style-type: none"> Menyebutkan macam/ jenis transportasi 	<ol style="list-style-type: none"> Children can identify the meaning of vocabularies about transportation. Children can identify the use of expressions about transportation. 	<p>She goes to school by pedicab</p> <p>Is there a taxi?</p> <p>Yes, there is.</p> <p>No, there is not.</p> <p>Do you go to Jakarta by bus?</p> <p>Yes, I do.</p> <p>No, I don't. I go to Jakarta by train.</p> <p>How do you go to the cinema?</p>
10	Places	<ul style="list-style-type: none"> Menyebutkan macam tempat umum Menyatakan letak; disamping, didepan, dibelakang, dsb. 	<ol style="list-style-type: none"> Children can identify the vocabularies about places. Children can identify the pronunciations of vocabularies and expressions about places. Children can identify the meaning of vocabularies about places. Children can identify the use of expressions about places. 	<p>Key vocabularies: bank, park, zoo, swimming pool, post office, hospital, post office, restaurant, library, school, supermarket, harbor, airport, bus station, behind, beside, between, in front of</p> <p>Key expressions:</p> <p>Where is Tiara?</p> <p>She is in the post office.</p> <p>What is she doing?</p> <p>She is sending a letter.</p> <p>The library is behind my school.</p> <p>The bank is in front of my house.</p>

FINAL COURSE GRID

No	Topics/Theme	Competency	Indicators	Materials				Activity	Learning Resource & Media
				Vocabulary	Grammar	Language Function	Text		
1	Personal Information ❖ Greeting ❖ Self-Introduction ❖ Introducing someone ❖ Responding an introduction	Mengungkapkan/merespon informasi yang sangat sederhana secara berterima dan melibatkan tindak tutur: mengenalkan diri, mengenalkan orang lain.	1. Children can identify the expressions about greetings and introduction. 2. Children can identify the pronunciations of greetings and introductions. 3. Children can identify the meaning of greetings and introductions. 4. Children can	- name - student - live - hello/hi - good - nice - friend - classmate - morning - afternoon - evening - new - year - old - father - mother - brother - sister - nurse - housewife - policeman - doctor - soldier - etc.	Simple present tense S + to be +.... My name is Lian. I am nine years old. I am a student.	➤ To greet someone, you can say: ○ ○ ○ ○ ○ ○ ○ ○ Greetings: Hi. Hello. Good morning. Good afternoon. Good evening. Good night. How are you? Nice to meet you. See you. ○ ○ ○ ○ ○ ○ ○ ○ Response: Hi. Hello. Good morning. Good afternoon. Good evening. Good night. Fine, thanks. Nice to meet you too. See you.	Descriptive	Pembukaan: 1. Warming up 2. <i>Welcoming the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu (berkenalan, meentukan nama kelas, menentukan mascot, menentukan yelyel, membuat name tag, membuat perangkat kelas : tempat sampah, daftar hadir, tempat sepatu, petugas piket, ketua kelas, kontrak belajar dll)--- Inti: 1. Presentation 2. Practice 3. production Penutup: 1. menyampaikan ringkasan materi 2. memberikan pesan/pengayaan (besok membawa foto diri untuk ditempel di kelas)	Sumber Belajar: 1. Lagu (hello how are you) 2. Zipzap game 3. Ball pass game Media: Dus aqua , gunting, lem, tali,spidol, kertas, gabus, dll

FINAL COURSE GRID

			identify the use of greetings and introductions expressions correctly			<ul style="list-style-type: none"> ○ Where are you from? ○ Where do you live? ➤ Response: ○ I am.... / my name is.... ○ I am from 			
2	Animals / Fruits / Vegetables/ Food / Beverage ❖ Expressing likes and dislikes	<ul style="list-style-type: none"> • Menyebutkan macam-macam buah, sayur, makanan, dan minuman dalam bahasa Inggris dengan benar • Menyatakan suka/tidak suka 	<ol style="list-style-type: none"> 1. Children can identify the vocabularies about fruits and vegetables. 2. Children can identify the pronunciations of vocabularies and expressions about fruits and vegetables. 3. Children can identify the meaning of vocabularies about fruits and vegetables. 4. Children can 	Fruits: mango, watermelon, strawberry, apple, orange, grape, banana, guava, dragon fruit, etc. Vegetables: tomato, chili, potato, onion, spinach, cucumber, eggplant, mushroom, corn, garlic, etc. Food: fried rice, soup, meatballs, noodles, doughnuts, cake,	Simple present tense <ul style="list-style-type: none"> • I/You/We/ They like • He/She likes • I/You/We/ They don't like • He/She doesn't like... 	Key expressions: <ul style="list-style-type: none"> • I like... • I don't like... • Do you like ...? • Yes, I do • No, I don't • What is your favorite fruit/vegetable? • My favorite fruit/vegetable is... • I like ... better than ... • I don't like ... • The banana is sweet. I like it. • The orange is sour. I don't like it. • How many apples in the basket? • There are ... apples in the basket • What is your favorite 		Pembukaan: <ol style="list-style-type: none"> 1. Warming up 2. <i>Greeting the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu (belajar vocabulary baru terkait dengan likes dislikes), bernyanyi dalam bahasa Inggris, serta bermain games dengan teman-teman. Inti: <ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production Penutup: <ol style="list-style-type: none"> 3. menyampaikan ringkasan materi memberikan pesan/pengayaan (serta memberi tahu barang-barang yang akan dibawa besok hari)	<ol style="list-style-type: none"> 1. Hockey Pokey song 2. Like dislike song 3. Snake and ladders 4. Who am I game Media <ol style="list-style-type: none"> 1. Worksheet 2. Snake and ladder board 3. Flash cards

FINAL COURSE GRID

		<ul style="list-style-type: none"> Mena nyak an jumla h 	identify the use of expressions about fruits and vegetables.	bread, candy, lollipop, pudding, biscuits, ice cream etc. Beverage: juice, milk, coffee, lemon tea, tea, soda, etc.		food/beverage ? <ul style="list-style-type: none"> My favorite food/beverage is... I like ... better than ... I don't like ... The cake is sweet. I like it. The coffee is bitter. I don't like it. 			
3	Public Places ❖ Giving direction ❖ Describin g public places	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: member contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.	1. Mengidentifikasi kosakata terkait dengan public places/tempat-tempat umum 2. Melafalkan kosakata dan ungkapan terkait dengan tempat-tempat umum serta memberi aba-aba dan memberi petunjuk secara akurat dan lancar (intonasi, stress,dll) 3. Menyebutkan makna kosakata terkait member aba-aba dan member petunjuk	- Library - Office - Hospital - Computer laboratory - Basketball court - Tennis indoor - Badminton court - Education museum.		Where is Tiara? She is in the post office. What is she doing? She is sending a letter. The library is behind my school. The bank is in front of my house. - go straight - turn right -turn left - go ahead - on your left - on your right - it's behind you		Pembukaan: 1. Warming up 2. <i>Greeting the students</i> Menjelaskan apa yg akan dipelajari/dilakukan hari itu (belajar vocabulary baru terkait dengan tempat umum/public places, belajar bagaimana member aba-aba dan petunjuk (giving direction), bernyanyi dalam bahasa Inggris, serta bermain games dengan teman-teman. 3. Inti: Presentation Practice Production 4. Penutup: menyampaikan ringkasan materi	Sumber Belajar: 1. Lagu (Where is my white socks) 2. treasur er hunt game 3. snake and ladder Media: Dus aqua, gunting, lem, kertas, spidol, gambar

FINAL COURSE GRID

			serta tempat-tempat umum. Menggunakan ungkapan member aba-aba dan petunjuk dengan tepat (aspek grammar)					memberikan pesan/pengayaan (serta memberi tahu barang-barang yang akan dibawa diesok hari)	public places, snake and ladders board.
4	Universe (Colour, Shape) ❖ Asking and giving information ❖ Describing things	Bercakap-cakap untuk meminta/mem beri informasi secara berterima yang melibatkan tindak tutur: mengingatkan , menyatakan suka/tidak suka, menanyakan jumlah, menanyakan jumlah, menanyakan keadaan, memberi pendapat, dan mengusulkan.	1. Mengidentifikasi kosakata terkait dengan colors/macam-macam warna dan bentuk benda. 2. Melafalkan kosakata terkait colors/macam-macam warna dan bentuk benda dengan akurat dan lancar (intonasi, stress,dll) 3. Menyebutkan makna kosakata terkait bentuk dan colors/macam-macam warna. 4. Memberikan informasi mengenai bentuk benda dan menyebutkan warnanya dengan tepat (aspek grammar)	Red Yellow Blue Green Black White Pink Purple Grey Brown	Simple present continuous tense S+To be+Ving	- I'm wearing blue shoes. - I'm wearing red skirt. I'm wearing white shirt. Could you tell me about...?		Pembukaan: 1. Warming up 2. <i>Greeting the students</i> 3. Menjelaskan apa yg akan dipelajari/dilakukan hari itu (belajar mengenai warna serta bentuk benda, mewarnai, bernyanyi, dan bermain games bersama teman-teman dll)--- Inti: Presentation Practice Production Penutup: 4. menyampaikan ringkasan materi 5. memberikan pesan tentang barang-barang yang akan dibawa besok pagi.	Sumber Belajar: 1. Lagu (red, yellow, blue, green) 2. Color blindfold 3. Snake and ladder Media: Flashcard, pictures, blindfold, Snake and ladder board Bangun ruang dan bangun datar
5	Action verbs ❖ Giving instruction /command	Bercakap-cakap untuk menyertai tindakan	1. Melafalkan kosakata dan ungkapan terkait dengan memberi	<i>put, wash, pour, on,</i>		<i>Put the balloon on the bottle!</i> <i>Pour the flour into the glass!</i>	Procedure	Science experiment	Media: science experiments equipment

FINAL COURSE GRID

	(procedure of the experiment)	secara berterima yang melibatkan tindak tutur: memberi aba-aba, perintah	aba-aba dan perintah/command dengan akurat dan lancar (intonasi, stress, dll) 2. Menggunakan ungkapan terkait dengan perintah/command dengan tepat (aspek grammar)	<i>in, , drink, stir, etc.</i>		<i>Wash your bottle!</i>			
6	Feelings (adjective words) ❖ Expressing feelings ❖ Asking for ❖ Giving opinion	Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengungkapkan perasaan, merespon ungkapan, mengungkapkan keraguan, menanyakan, dan meminta kejelasan.	1. Mengidentifikasi kosakata terkait feelings (perasaan) 2. Melafalkan kosakata dan ungkapan terkait feelings/perasaan dengan akurat dan lancar (intonasi, stress, dll) 3. Menyebutkan makna kosakata terkait feelings/perasaan 4. Mengungkapkan feelings/perasaan dengan tepat (aspek grammar)	POSITIVE - happy - surprised - brave - confident - curious NEGATIVE - sad - angry - bored - frightened - nervous		What do you feel ...? What do you think if ...? I think that is ... I feel		Pembukaan: Warming up <i>Greeting the students</i> Menjelaskan apa yg akan dipelajari/dilakukan hari itu (belajar mengungkapkan perasaan dalam bahasa Inggris, bernyanyi, dan bermain games bersama teman-teman). Inti: Presentation Practice Production Penutup: menyampaikan ringkasan materi memberikan pesan/tentang barang-barang yang harus dibawa besok.	Sumber Belajar: 1. Lagu (If You're happy) 2. Story Media: Flashcard, pictures.
7	Kinds of events ❖ Inviting					Inviting: Would you like to...? Why don't you come to...? Like to come to... Come and... Are you free on...?		Pembukaan: Warming up <i>Greeting the students</i>	Snake and ladder board

FINAL COURSE GRID

	❖ Responding invitation					<p>Responding invitation:</p> <p>Accepting:</p> <p>I would/will....</p> <p>That would be very nice. OK!</p> <p>I'd like to love to come. All right (then).</p> <p>Declining:</p> <p>Sorry, I can't.</p> <p>I'd love to, butI don't think I can.</p> <p>I wish I could, but....</p> <p>I'm terribly sorry, but I have other plans.</p>	<p>Menjelaskan apa yg akan dipelajari/dilakukan hari itu (belajar mengundang dan menerima/menolak undangan dalam bahasa Inggris dalam dengan teman, bernyanyi, dan bermain games bersama teman-teman).</p> <p>Inti: Presentation Practice Production</p> <p>Penutup: menyampaikan ringkasan materi memberikan pesan/tentang barang-barang yang harus dibawa besok.</p>	
8	<p>Clothes</p> <p>❖ Asking for</p> <p>❖ Giving opinion</p>			<p>Shirt</p> <p>Skirt</p> <p>Tank top</p> <p>Blouse</p> <p>Dress</p> <p>Jacket</p> <p>Coat</p> <p>T-shirt</p> <p>Short</p> <p>Tie</p> <p>Trousers</p> <p>Shoes</p> <p>Sandals</p> <p>Slippers</p> <p>Socks</p> <p>hat</p>		<p>What do you think about ...?</p> <p>What's your opinion?</p> <p>I think that is ...</p>	<p>Pembukaan: Warming up <i>Greeting the students</i> Menjelaskan apa yg akan dipelajari/dilakukan hari itu (belajar mengungkapkan pendapat dalam bahasa Inggris, bernyanyi, dan bermain games bersama teman-teman).</p> <p>Inti: Presentation Practice Production</p>	<p>1.clothing game</p> <p>2.clothes puzzle</p> <p>Snake and ladder</p>

FINAL COURSE GRID

								Penutup: menyampaikan ringkasan materi, memberikan pesan/tentang barang-barang yang harus dibawa besok	
--	--	--	--	--	--	--	--	--	--

INTERVIEW GUIDELINE FOR TEACHERS

1. According to your opinion, how are the characteristics of the participants in your class?
2. Is there any problems that you found when you taught them?
3. What were you do when you could not handle your students?
4. What approaches and activities did you use in your classroom?
5. Is that materials and activities did you use were followed the theme of EFH?
6. As the materials developers, what kind of considerations did you use to adjust the materials?
7. What media that did you use to teach your class?
8. Is there any problems when you decide the media that you would use in your class?
9. In your opinion, what the next EFH teachers should prepared to teach the EFH participants?

"THE GIANT SPEAKING SNAKES AND LADDERS GAME"

A Thesis by Meta Asri Saraswati

CONTENT EXPERT

Detail of the score

1	Very Poor
2	Poor
3	Fairly
4	Good
5	Very good

a. Media aspect

No	Aspect	Score				
		1	2	3	4	5
1	Appropriateness between media and indicators				✓	
2	Appropriateness between media and children's need					✓
3	Appropriateness between media and children acquisitions level				✓	
4	The media encourage children to learn communicatively					✓
5	The media are related to daily life					✓

(Pinter: 2006, Tomlinson: 2008)

b. Activities aspect

No	Aspect	Score				
		1	2	3	4	5
1	The activities encourage children to learn communicative language					✓
2	The activities are interesting					✓
3	The activities are based on the topic					✓
4	The activities <i>require basic</i> language functions					✓

(Cameroon: 2001)

c. Setting Aspect

No	Aspect	Score				
		1	2	3	4	5
1	The media cover several settings				✓	

"THE GIANT SPEAKING SNAKES AND LADDERS GAME"

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2	The media encourage children to be independent or cooperative				✓	
3	The media are able to increase children's communicative competence					✓

(Hadfield: 1999)

d. Layout aspect

No	Aspect	Score				
		1	2	3	4	5
1	The media and the equipment are arranged orderly					✓
2	The materials are well organized and easy to understand					✓
3	The media are interesting					✓
4	The size and font of the media and the content are readable					✓
5	The colors of the media and the equipment are interesting					✓

(Brewster: 2003)

e. Revision

No	Items must be revised	Suggestion
1	The statements in the tell-ask cards need to be simplified	needs to be revised in terms of grammar accuracy need to be made more permanent
2	Instruction card	
3	The cards (all)	

Yogyakarta, 29 September 2015

Expert

B. Yuniar Diyah

NIP. 19750626 200501 2001

"THE GIANT SPEAKING SNAKES AND LADDERS GAME"

A Thesis by Meta Asri Saraswati

	The development of pictures					✓
3	Tulisan yang digunakan pada kartu, papan permainan, dan buku petunjuk permainan. Text used in cards, game board, and instructions book (the choice of fonts and the size of fonts)				✓	
4	Penyusunan gambar dan tulisan pada media The arrangement of pictures and texts				✓	

(Brewster: 2003)

c. Revisi (Revision)

No	Items must be revised	Suggestion
1	Tell- ask cards	need to be complete with pictures (as clues)

Yogyakarta, 29 September 2015
Expert



B. Yuliar Dyanthi
NIP. 197506262005012001

“THE GIANT SPEAKING SNAKES AND LADDERS GAME”

A Thesis by Meta Asri Saraswati

MEDIA EXPERT

Detail of the score

1	Very Poor
2	Poor
3	Fairly
4	Good
5	Very good

a. Aspek Desain Media (*Design Aspect*)

No	Aspect	Score				
		1	2	3	4	5
1	Komposisi warna media <i>The composition of color</i>					✓
2	Pemilihan gambar pada media <i>The choice of pictures</i>					✓
3	Pemilihan ukuran gambar pada media <i>The choice of pictures' size</i>					✓
4	Pemilihan ukuran kartu pada media <i>The choice of cards' size</i>					✓
5	Pemilihan perlengkapan permainan <i>The choice of equipment's size</i>					✓
6	Pemilihan ukuran dan bahan dadu <i>The choice of dice's size and material</i>					✓
7	Kualitas media <i>The quality of the media</i>				✓	
8	Kualitas perlengkapan isi media <i>The quality of the content of media</i>			✓	✗	

(Brewster: 2003)

b. Aspek Penyusunan Media (*Development aspect*)

No	Aspect	Score				
		1	2	3	4	5
1	Komponen yang dapat dipindahkan (dadu) <i>The movable element (dice)</i>					✓
2	Penyusunan gambar pada media					

SURAT KETERANGAN

Yang bertandatangan dibawah ini

Nama : B. Yuniar Diyanti, S.Pd, M.Hum
NIP : 19790626 200501 2 001
Institusi : Universitas Negeri Yogyakarta
Keahlian : Ahli Materi dan Media

Dengan ini menyatakan bahwa mahasiswa dibawah ini

Nama : Meta Asri Saraswati
NIM : 11202241016
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Negeri Yogyakarta

Telah melakukan revisi produk berupa media pembelajaran sebagai hasil penyusunan skripsi yang berjudul judul **"DEVELOPING THE GIANT SPEAKING SNAKES AND LADDERS BOARD GAME FOR THE TEACHING OF SPEAKING FOR CHILDREN AGED 9-11"** dan menyatakan media pembelajaran siap untuk diuji coba.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 30 September 2015

Ahli Materi dan Media,



B. Yuniar Diyanti, S.Pd, M.Hum

19790626 200501 2 001

Lembar Evaluasi untuk *English Teachers*

Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi tentang kelayakan materi yang disusun untuk meningkatkan kualitas aktivitas pembelajaran bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan memberikan masukan terhadap materi yang telah disusun.

A. Data Responden

Usia : 24 th

Jenis Kelamin : Perempuan

Pendidikan *) : ☐ Mahasiswa D3
☐ Lulusan D3
☐ Mahasiswa S1
☒ Lulusan S1
☐ Mahasiswa S2
☐ Lulusan S2

Institusi : UNY

Lama mengajar *) : ☒ 0 – 5 tahun
☐ 5 – 10 tahun
☐ >10 tahun

*) Berikan tanda (✓) pada pilihan anda.

Details of the score

1	Very poor
2	Poor
3	Fairly
4	Good
5	Very Good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
		1	2	3	4	5
1	The instructions are clear.					✓
2	The instruction are specific.					✓
3	The instructions are short and to the point.					✓
4	The instructions are easy to understand.					✓
5	The instructions are easy to follow.					✓
6	The choice of the pictures are interesting.					✓
7	The development of the pictures.					✓
8	The size of the pictures.					✓
9	The color of the background.				✓	
10	The type of the font.				✓	
11	The color of the font.				✓	
12	The size of the font.				✓	
13	Appropriateness between media and indicators.				✓	
14	Appropriateness between media and children's need.			✓		
15	Appropriateness between media and children acquisition level.		✓			
16	The media encourage children to learn communicatively.					✓
17	The media are related to daily life.					✓

18	The activities encourage children to learn communicative language.					✓
19	The activities are interesting.					✓
20	The activities are based on the topic.			✓		
21	The activities apply understanding in certain language function.				✓	
22	The media cover several settings.			✓		
23	The media encourage children to be independent or cooperative.					✓
24	The media are able to increase children's communicative competence.					✓
25	The media and the equipment are arranged orderly.					✓
26	The materials are well organized and easy to understand.					✓
27	The media are interesting.					✓
28	The size and font of the media and the content are readable.					✓
29	The composition of color.				✓	
30	The choice of the board' size.					✓
31	The choice of types of cards (Tell and Ask Cards)			✓		
32	The choice of cards' size				✓	
33	The quality of the media.				✓	
34	The quality of the content of media.			✓		
35	The moveable element (dice)					✓

36. What are your opinions about the developed game?

In my opinion, it is a great media development. It is a new interesting way for students to learn speaking without feelings too dictated. If I was the students, I would be happy to play this game. The class will not boring.

37. What are the developed game's strengths?

It can automatically attract students' attention span once you unroll the media. To the children it might be a familiar board game yet strange because of the new concept. For the communicative side, it can help them to improve their speaking earner because they might already like the media first.

38. What are the developed game's weaknesses?

Some of the missions in the card are too difficult for grade 3.
You should make them more simple.

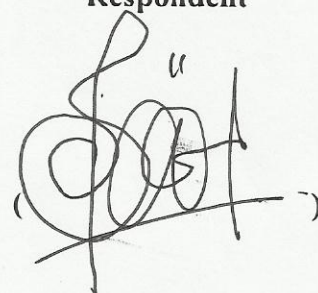
39. How is effectiveness of developed game as a media to teach speaking for children grade 3?

It can be fairly effective. For active students, they can express their self a lot. This media can cover different kinds of students like kinesthetic student, audio and visual students. But in a large class, it will be too long to wait for their turn and the class can become a chaos.

40. What are your suggestions towards the developed game?

May be some changes in the missions cards can be good.

Respondent



Lembar Evaluasi untuk *English Teachers*

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A. Data Responden

Usia : 22 th

Jenis Kelamin : Perempuan

Pendidikan *) : ☐ Mahasiswa D3
☐ Lulusan D3
☒ Mahasiswa S1
☐ Lulusan S1
☐ Mahasiswa S2
☐ Lulusan S2

Institusi : UNY

Lama mengajar *) : ☒ 0 – 5 tahun
☐ 5 – 10 tahun
☐ >10 tahun

*) Berikan tanda (✓) pada pilihan anda.

Details of the score

1	Very poor
2	Poor
3	Fairly
4	Good
5	Very Good

Please indicate the point which is appropriate for each item below.

No	Aspect	Score				
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14	Appropriateness between media and children's need.			✓		
15	Appropriateness between media and children acquisition level.				✓	
16	The media encourage children to learn communicatively.				✓	
17	The media are related to daily life.				✓	

18	The activities encourage children to learn communicative language.				✓	
19	The activities are interesting.			✓		
20	The activities are based on the topic.			✓		
21	The activities apply understanding in certain language function.				✓	
22	The media cover several settings.			✓		
23	The media encourage children to be independent or cooperative.					✓
24	The media are able to increase children's communicative competence.				✓	
25	The media and the equipment are arranged orderly.				✓	
26	The materials are well organized and easy to understand.			✓		
27	The media are interesting.				✓	
28	The size and font of the media and the content are readable.				✓	
29	The composition of color.			✓		
30	The choice of the board' size.					✓
31	The choice of types of cards (Tell and Ask Cards)			✓		
32	The choice of cards' size			✓		
33	The quality of the media.				✓	
34	The quality of the content of media.				✓	
35	The moveable element (dice)				✓	

36. What are your opinions about the developed game?

You have made a great media, but I found two or three cards with too long instructions. Maybe you can find some another phrase to make them more effective: understandable but brief.

37. What are the developed game's strengths?

- Focus on speaking skill in which very necessary for children to master
- an interesting yet familiar game for children
- easy to play

38. What are the developed game's weaknesses?

I think there are just few dark colors, but I don't know will it matter a lot or not :)


39. How is effectiveness of developed game as a media to teach speaking for children grade 3?

I think this media is quite effective to teach speaking for children.

40. What are your suggestions towards the developed game?

Make it more colorful and give some pictures on the cards.

Respondent

()

Lembar Evaluasi untuk *English Teachers*

Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi tentang kelayakan materi yang disusun untuk meningkatkan kualitas aktivitas pembelajaran bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan memberikan masukan terhadap materi yang telah disusun.

A. Data Responden

Usia : 26

Jenis Kelamin : Perempuan

Pendidikan *) : ☐ Mahasiswa D3
☐ Lulusan D3
☐ Mahasiswa S1
☐ Lulusan S1
☒ Mahasiswa S2
☐ Lulusan S2

Institusi : UNY

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☐ 5 – 10 tahun
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Details of the score

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2	Poor
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32	The choice of cards' size			✓		
33	The quality of the media.			✓		
34	The quality of the content of media.			✓		
35	The moveable element (dice)			✓		

36. What are your opinions about the developed game?

I think this game is interesting and can be used to help students to learn English communicatively.

37. What are the developed game's strengths?

The strengths of this game are it tasks students to speak up which will make students learn how to express something in English and this game can help students to be active because they have to answer it or they cannot continue the game. They can learn how to answer it together by the help of the teacher.

38. What are the developed game's weaknesses?

I think this game is quite difficult for students in grade 3 level. Some instruction cannot be well understood by students. The researcher should simplify the instruction in order to make the student understand the instructions.

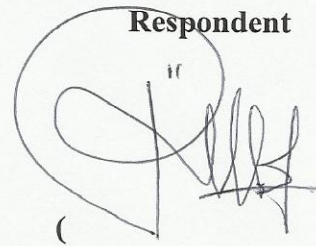
39. How is effectiveness of developed game as a media to teach speaking for children grade 3?

This media is good. The children can learn how to communicate in real life. They are given a situation and have to act it out. While they learn it, they have to memorize and get used to it because the game will not allow them to check their book.

40. What are your suggestions towards the developed game?

I think the instruction should be simplified. The cards should be colorful, because children like colorful things. Or the researcher can put the pictures.

Respondent

()

Lembar Evaluasi untuk *English Teachers*

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A. Data Responden

Usia : 24

Jenis Kelamin : Perempuan

Pendidikan *) : ☐ Mahasiswa D3
☐ Lulusan D3
☐ Mahasiswa S1
☒ Lulusan S1
☐ Mahasiswa S2
☐ Lulusan S2

Institusi : UNT

Lama mengajar *) : ☒ 0 – 5 tahun
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33	The quality of the media.					✓
34	The quality of the content of media.					✓
35	The moveable element (dice)					✓

36. What are your opinions about the developed game?

It is a great media development. The class will not boring

37. What are the developed game's strengths?

Interesting and easy to play

38. What are the developed game's weaknesses?

Some of the missions cards with long instructions
It may make the students Confuses.

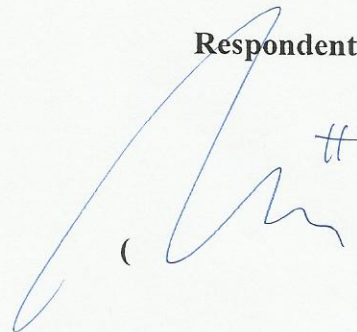
39. How is effectiveness of developed game as a media to teach speaking for children grade 3?

It is good. The children learn to speak since in almost each
steps but this media (game) can encourage them to say/tell
something.

40. What are your suggestions towards the developed game?

• make it simple instructions
• add some pictures on cards.

Respondent

()

Lembar Evaluasi untuk *English Teachers*

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A. Data Responden

Usia : 22 th

Jenis Kelamin : Perempuan

Pendidikan *) : () Mahasiswa D3

() Lulusan D3

(v) Mahasiwa S1

() Lulusan S1

() Mahasiswa S2

() Lulusan S2

Institusi : UNY

Lama mengajar ^{*)} : (✓) 0 – 5 tahun

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33	The quality of the media.					✓
34	The quality of the content of media.					✓
35	The moveable element (dice)					✓

36. What are your opinions about the developed game?

Great, interesting, and fun

37. What are the developed game's strengths?

Fun because children like to play games.

38. What are the developed game's weaknesses?

Too long routes

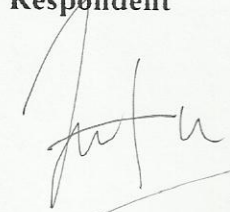
39. How is effectiveness of developed game as a media to teach speaking for children grade 3?

The game encourage children to speak since in almost each steps, they have to say something like asking or telling something

40. What are your suggestions towards the developed game?

Make it shorter routes

Respondent

()

Field Notes

First Day Observation

(June 30th, 2015)

T	:	Well kids, we will sing “zoom-zoom we’re going to the moon”
S1	:	Okay miss (bored).
T2	:	Let’s sing the song together and let’s dance like this
S2	:	Wah jan, kesel e aku.
S3	:	Miss.....capeek, tired lho miss nari-nari gini. Minum dulu ya?
T	:	Ferdy, Yuswan, and Deka repeat after miss Fanny. Zoom...zoom... zoom...
S1,2,3	:	Zoom...zoom..zoom...
S1	:	Ah angel miss. Memeng aku.
T	:	Don’t be lazy, Ferdy. You are a smart kid. Come on sing a song with miss Fanny.
S4	:	Miss, the tittle?
T	:	What is the title, miss? Repeat after me.
S4	:	What is the title, miss?
T	:	“Little Tea Pot” Salma.
S4	:	Ayo miss ulangi lagunya.
S5	:	Miss aku catet dulu lagunya, ya?
T	:	No, no need to take a note.
S5	:	Kalo lupa miss?
T	:	Just repeat after miss Fanny ya.
The boys are busy with their toys. They don’t pay attention on the teacher.		
S3	:	Ka, nang njobo wae yo. Dolanan iki. (Showing a box of snakes and ladders game)
S2	:	Ayo, Yus.
T	:	Boys, what do you want? Kalian pengen belajar apa sekarang?
S1,2,3	:	Males nyanyi miss. Angel.
T	:	So, what do you want?
S1,2	:	Dolanan miss. Istirahat lagi ya miss?
S3	:	Iya miss, capek e kon obah-obah terus.

T	:	Okay, I know you are tired, but please sit down here.
S4	:	Ayo to miss. Sing a song!
S5	:	Ah njelei e cah lanang-lanang ki.
S4	:	Noisy!
T	:	Okay, okay. Please listen to miss Fanny. Today, we will sing a song. Tomorrow, I will give you a special game. Like what you want, boys.
S1,2,3	:	Yes!
The class is still in chaos because the boys move here and there but they can follow the teacher's instruction to sing a song with the movements.		

Second day observation

(July 4th, 2015)

T	:	Hello kids, Ms. Meta will tell you a story.
R	:	Cerita apa miss? (What kind of story do you want to tell miss?)
T	:	It is a story about the very hungry caterpillar. (Show the children a caterpillar doll and the slides of the story). Are you ready?
J	:	Yes, I am ready.
The teacher start to tell them the story, but the children busy with their stationary, talk with friends and moving around class.		
F	:	<i>Miss, kapan istirahatnya?</i>
Y	:	<i>Iya miss, thirsty.</i>
D	:	<i>Bosen miss.</i>
S	:	<i>Mewarnai aja yok.</i>
Y	:	<i>Ho'o miss, po ngegame wae penak yo, Ma?</i>
D	:	Iya miss, kaya gini lho (show 'Monopoly' game)
R	:	Miss mbok game lho miss, nek cerita tuh ngantuk miss. (Miss, why don't we play a game?)
J	:	Iya miss, story make me so sleepy.
T	:	Well dear, today miss tells story first then on the next meeting we will play a game. Okay?
ALL SS	:	Okay miss, janji ya miss minggu depan game?

T	Insya Alloh... we will play a game on the next meeting. I will bring you the giant snakes and ladders...are you happy with that??
ALL SS	Waaaaahhh....asiikkk...asiiikk...asiiikkk....
T	But remember, sambal belajar Bahasa inggris juga ya mainnya... okay? Janji sama miss nya..janji?
ALL SS	Yes miss...kita janji...thank you miss.

FIRST DRAFT

A. Game Board



B. ASK Card Cover



C. ASK Cards Contents

ASK YOUR FRIEND TO SPELL HIS/HER NAME.	ASK YOUR FRIEND TO SING "HELLO, HOW ARE YOU" SONG.
ASK YOUR FRIEND TO INTRODUCE HIS/HER SELF.	ASK YOUR FRIEND TO DESCRIBE YOUR CLASSROOM.
ASK YOUR FRIEND TO INTRODUCE HIS/HER MOTHER.	ASK YOUR FRIEND, HOW TO GO TO TOILET FROM YOUR CLASS.
ASK YOUR FRIEND TO INTRODUCE HIS/HER FATHER.	ASK YOUR FRIEND, HOW TO MAKE HOT TEA.
ASK YOUR FRIEND TO INTRODUCE HIS/HER FATHER.	ASK YOUR FRIEND TO PUT THEIR BAG ON THE TABLE.

ASK YOUR FRIEND TO WRITE 10 WORDS ABOUT COLORS/SHAPES	ASK YOUR FRIEND TO COME TO YOUR B'DAY PARTY.
ASK YOUR FRIEND ABOUT HIS/HER FAVORITE FRUITS (WHY).	ASK YOUR FRIEND ABOUT HIS/HER FAVORITE VEGETABLES (WHY).
ASK YOUR FRIEND ABOUT HIS/HER FAVORITE FOOD.	ASK YOUR FRIEND ABOUT HIS/HER FAVORITE PET.
ASK YOUR FRIEND ABOUT HIS/HER FAVORITE DRINK.	ABOUT COLOR AND SHAPE OF THINGS IN YOUR CLASS.
ASK YOUR FRIEND HOW THEY FEEL WHEN LEARN ENGLISH.	ASK YOUR FRIEND TO SPELL ONE OF PUBLIC PLACES.

D. TELL Cards Cover



E. TELL Cards Contents

TELL YOUR FRIEND ABOUT YOUR HOBBY.	TELL YOUR FRIEND ABOUT YOUR FAVORITE MOVIE/CARTOON.
TELL YOUR FRIEND ABOUT YOUR OPONION ABOUT YOUR CLASSROOM.	TELL YOUR FRIEND HOW TO MAKE YOUR FAVORITE DRINK.
TELL YOUR FRIEND HOW TO GO TO TOILET FROM YOUR CLASS.	TELL YOUR FRIEND WHAT YOU WANT TO BE (YOUR FUTURE JOB).

TELL YOUR FRIEND WHAT YOU HOPE TO LEARN ON THIS COURSE.	TELL YOUR FRIEND ABOUT THE FOOD, YOU DISLIKE (WHY).
TELL YOUR FRIEND ABOUT THE COLOR YOU LIKE (WHY).	TELL YOUR FRIEND ABOUT THE COLOR YOU LIKE (WHY).
TELL YOUR FRIEND ABOUT THE ANIMALS YOU LIKE (WHY).	TELL YOUR FRIEND ABOUT YOUR FAVORITE PLACES TO HOLIDAY.
TELL YOUR FRIEND ABOUT YOUR FAVORITE VEGETABLES.	TELL YOUR FRIEND ABOUT YOUR FAVORITE DRINK.
TELL YOUR FRIEND ABOUT YOUR FAVORITE FRUIT.	TELL YOUR FRIEND ABOUT YOUR FAVORITE FOOD.

TELL YOUR FRIEND ABOUT YOUR FAMILY.	TELL YOUR FRIEND ABOUT YOUR SELF.
TELL YOUR FRIEND HOW YOU SPEND YOUR FREE TIME.	TELL YOUR REASONS WHY YOU LEARN ENGLISH.

F. Dice



G. Instruction Card

HOW TO PLAY THE GIANT SPEAKING SNAKES AND LADDERS

1. The members should the students of 3rd until 6th grade.
2. The students should form a group consisting at least five until ten members.
3. The students should determine the turns first to decide who will be the first to roll the giant dice.
4. After determining the turns, the students can roll the dice and notice how many numbers they get for moving forward. (If the student get the six number of the dice, the student have second opportunity to play the game)
5. If the student lands on an Ask square, he/she must pick up the Ask card and use it to interview/ask his/her friends.
6. If the student lands on a Tell square, he/she must select one topic from the Tell card and talk about it.
7. If the student lands at a robot, the learner must move over the robot's body to its bite and follow the new instruction, which will be either Ask or Tell.
8. If the student lands at a planet, the student must go up follow the rocket and he/she should follow the new instruction based on where he/she lands.
9. If the student fortunately lands at a free square, he/she may not ask/tell something to his/her friends or may not answer the question from his/her friends.
10. If there are two students land at the same square, the first student who land at the square should go back to start.
11. The game goes on in this manner until someone reaches the Finish square.

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- > The robots represent the snakes (go down)
- > The rockets represent the ladders (go Up).

Second Draft of the Products  
(After Revisions)

A. Game Board



B. ASK Card Cover



C. ASK Cards Contents

**ASK YOUR FRIEND, HOW  
MANY BROTHERS/SISTERS  
SHE/HE HAS.**



**ASK YOUR FRIEND  
TO INTRODUCE  
HIS/HER FATHER.**



**ASK YOUR FRIEND  
TO INTRODUCE  
HIS/HER MOTHER.**



**ASK YOUR FRIEND  
TO INTRODUCE  
HIM/HER SELF**



**ASK YOUR FRIEND TO  
SPELL HIS/HER NAME.**



**ASK YOUR FRIEND TO  
SING "THE INSEY  
WINSEY SPIDER"**



**ASK YOUR FRIEND TO  
WRITE 10 WORDS ABOUT  
COLORS/SHAPES**



**ASK YOUR FRIENDS  
TO PUT THEIR BAG  
ON THE TABLE.**





**ASK YOUR  
FRIEND, HOW TO  
MAKE HOT TEA.**



**ASK YOUR FRIEND  
TO DESCRIBE YOUR  
CLASSROOM.**



**ASK YOUR FRIEND,  
HOW TO GO TO TOILET  
FROM YOUR CLASS.**



**ASK YOUR FRIEND  
TO COME TO YOUR  
B'DAY PARTY.**



**ASK ABOUT THE  
DIFFERENCE COLORS  
AND SHAPES OF THINGS  
IN YOUR CLASS**



**ASK YOUR FRIEND  
HOW HE/SHE FEELS  
WHEN HE/SHE LEARNS  
ENGLISH.**



**ASK YOUR FRIEND  
ABOUT HIS/HER  
FAVORITE PET.**



**ASK YOUR FRIEND  
ABOUT HIS/HER  
FAVORITE DRINK.**



**ASK YOUR FRIEND ABOUT  
HIS/HER FAVORITE  
VEGETABLES (WHY).**



**ASK YOUR FRIEND  
ABOUT HIS/HER  
FAVORITE FOOD.**



**ASK YOUR FRIEND ABOUT  
HIS/HER FAVORITE  
FRUITS (WHY).**



**ASK YOUR FRIEND TO  
CHOOSE AND SPELL  
ONE OF THE PUBLIC  
PLACES.**



**D. TELL Card Cover**

**TELL**



## E. TELL Cards Contents

**WHAT IS YOUR  
HOBBY?**



**WHAT IS YOUR  
FAVORITE  
MOVIE/CARTOON?**



TELL YOUR FRIEND  
HOW TO MAKE AN  
ICE TEA.



**WHAT DO YOU  
THINK ABOUT  
YOUR CLASSROOM?**



HOW CAN YOU GO TO  
THE TOILET FROM  
YOUR CLASSROOM?



**TELL YOUR FRIEND  
WHAT YOU WANT TO BE  
(YOUR FUTURE JOB).**



**TELL YOUR FRIEND  
ABOUT YOUR  
BROTHER/SISTER**



**WHAT FOOD DO YOU  
DISLIKE? WHY?**



WHAT COLOR DO  
YOU LIKE?



WHAT ANIMAL DO  
YOU DISLIKE?



WHAT IS  
YOUR FAVORITE  
SUBJECT?



TELL YOUR  
FRIEND ABOUT  
YOUR SELF.



TELL ABOUT YOUR  
GRANDPARENTS.



WHAT IS YOUR  
FAVORITE  
DRINK?







WHAT IS YOUR  
FAVORITE VEGETABLE?

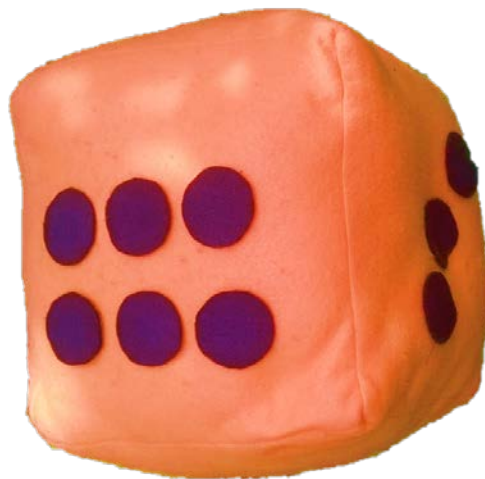


WHAT IS YOUR  
FAVORITE PLACE  
FOR HOLIDAY?



|                                                                                                                                                  |                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>TELL YOUR<br/>REASONS WHY YOU<br/>LEARN ENGLISH.</b></p>  | <p><b>WHAT IS YOUR<br/>FAVORITE FOOD?</b></p>       |
|  <p><b>WHAT ANIMAL<br/>DO YOU LIKE?</b></p>                    | <p><b>WHAT IS YOUR<br/>FAVORITE<br/>FRUIT?</b></p>  |

**F. Dice**



## G. Instruction Card


# SPEAKING SNAKES & LADDERS


by Meta Asri Saraswati (11202241046)


### HOW TO PLAY THE GIANT SPEAKING SNAKES AND LADDERS GAME


1. The players should be the students of 3<sup>rd</sup> to 6<sup>th</sup> grade.
2. The players can be in the form of group consisting at least five until ten members each group.
3. The students should determine the turns first to decide who will be the first to roll the giant dice.
4. After determining the turns, the students can roll the dice and notice how many numbers they get for moving forward. (If the student get the six number of the dice, the student have second opportunity to play the game)
5. If the student lands on an ASK square, he/she must pick up the ASK card and use it to interview/ask his/her friend from other group.
6. If the student lands on a TELL square, he/she must select one topic from the TELL card and talk about it.
7. If the student lands at a ROBOT, the learner must move over the robot's body to its bite and follow the new instruction, which will be either ask or tell.
8. If the student lands at a PLANET, the student must go up follow the ROCKET and he/she should follow the new instruction based on where he/she lands.
9. If the student fortunately lands at a FREE square, he/she may not ask/tell something to his/her friend or may not answer the question from his/her friend.
10. If there are two students land at the same square, the first student who land at the square should go back to start.
11. If there is a student lands at the blank square, he/she has not a turn at once.
12. If there is a student who cannot answer the instruction in ASK/TELL card he/she should do the punishment based on the agreement between teacher and students (singing, dancing, imitating, etc.) then he/she cannot continue the game (go out from the game).
13. The game goes on in this manner until someone reaches the Finish square.


- The robots represent the snakes (go down)
- The rockets represent the ladders (go up)


 **ASK**

 **GO BACK 2 SPACES**

 **TELL**



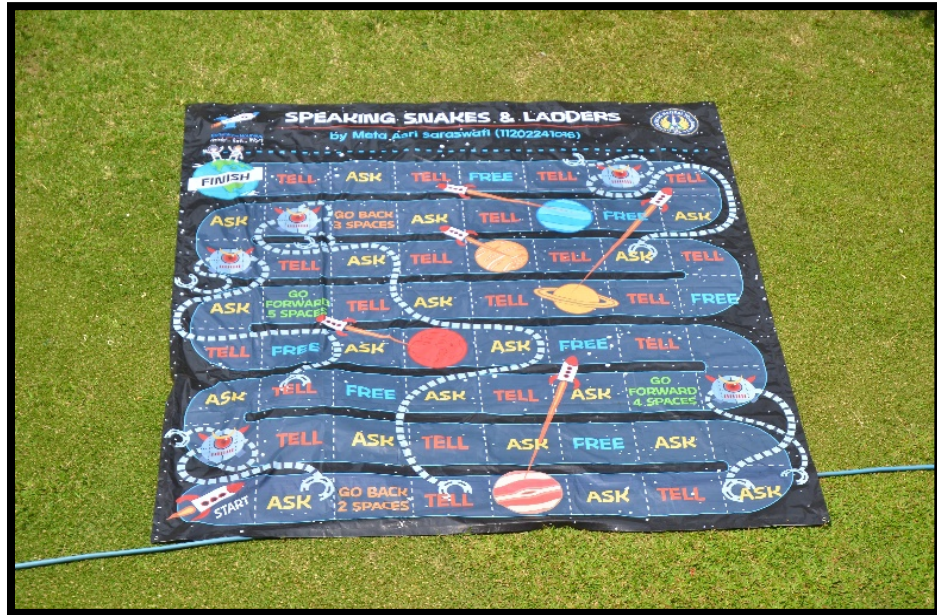
 **ASK**

 **TELL**



## Final Products

### A. Giant Game Board



### B. ASK Cards



### C. Tell Cards

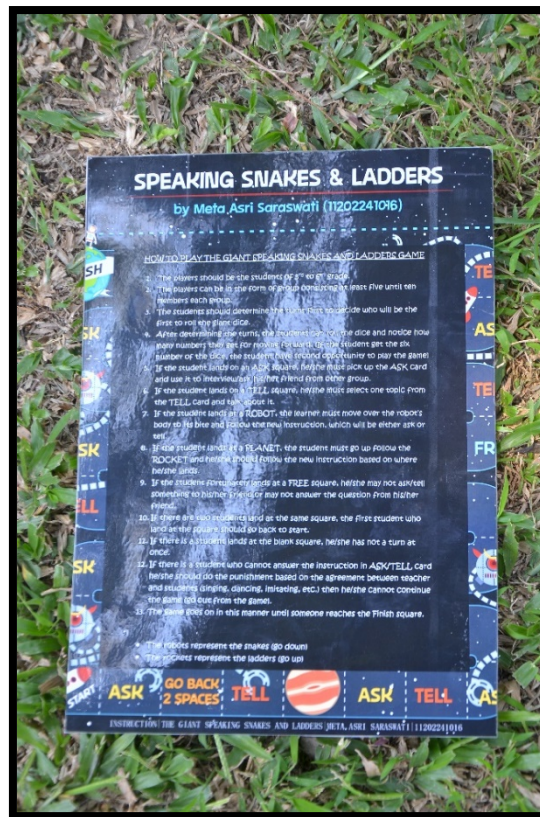


### D. Giant Dice





## E. Instructions Card



## F. Game Board's Bag and Cards' zipper bag



## DOCUMENTATIONS











